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ABSTRACT

Based on a spring 1979 survey on communication in Association of Research Libraries (ARL) member institutions, this Systems and Procedures Exchange Center (SPEC) kit focuses on upward communication from staff to administration by looking at individual responsibilities of staff members and supervisors. Results indicate that the two most commonly used methods of obtaining information from staff in ARL libraries are direct contact with supervisors and membership on committees and task forces. The kit comprises: (1) documents on the use of groups for communication and planning from University of Kentucky, University of British Columbia, University of Nebraska, University of Colorado-Boulder, Northwestern University, University of Notre Dame, Temple University, Brown University, University of Florida, Purdue University, Michigan State University, and University of California-Berkeley; (2) examples of job descriptions communication skills as a performance requirement from Brown University, Michigan State University, University of Pennsylvania, University of California-Berkeley, Temple University, Indiana University, Southern Illinois University, University of Wisconsin-Madison, Dartmouth College, University of Florida, and State University of New York-Stony Brook; and (3) documents describing training programs at University of California-Berkeley, Indiana University, University of Nebraska, Rutgers University, University of Utah, Brown University, Queen's University, and Michigan State University. The concise summary of the survey which introduces the collection discusses the role of the supervisor, the use of groups, communication skills as a performance requirement, and trends and issues. (THC)

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Internal Communication:

Staff and Supervisory Roles

Kit 55

IR050932

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June 1979, No. 55
OMS
Systems and Procedures Exchange Center
ISSN 0160 3574

INTERNAL COMMUNICATION: STAFF AND SUPERVISORY ROLES

While an important goal of a library's internal communication program is to keep the staff well informed of library events that affect them, an equally important purpose is to foster staff involvement and contributions to library planning and problem-solving. This flyer and kit, the second in a series on Communication, focuses on upward communication from staff to administration by looking at individual responsibilities of staff members and supervisors. An earlier flyer/kit (#54, May 1979) deals with library policies and procedures concerning downward communication from administration to staff. According to a Spring 1979 SPEC Survey on Communication, the two most commonly-used methods of obtaining information from staff in ARL libraries are direct contact with supervisors and membership on committees and task forces. At the same time, most libraries view communication skills as an important requirement for various staff positions, while a number of libraries offer communication training as a part of staff development programs.

THE ROLE OF THE SUPERVISOR. Some 85 percent of responding ARL libraries rely on direct communication with immediate supervisors as a principal way to obtain staff contributions to planning and problem-solving. First or middle-line managers play at least three crucial roles in this process. First, they are responsible for assuring that staff members are provided with timely, accurate, and complete information on library policies, activities and goals. Second, they gather from staff information concerning their expectations, suggestions, and problems. And third, they foster lateral collaboration among staff of various units where interests or tasks overlap. Two concerns expressed by many responding libraries are that supervisors be given adequate institutional support, and that they obtain the necessary communication skills. Top administration can provide this support to supervisors by establishing effective performance assessment programs; defined budgeting and planning efforts; and goals and objectives-setting programs that stress the importance of immediate supervisor and staff participation. The library management also can maintain mechanisms such as ongoing committees to ensure communication among different units or departments.

THE USE OF GROUPS. Staff membership on committees or task forces also is listed by 85 percent of the responding libraries as a major way of obtaining staff suggestions and ideas. By mobilizing staff in such groups, libraries can improve the flow of information and the quality of decision-making. A number of libraries indicate they are attempting to involve a mix of staff on some committees, including support staff who can provide a helpful day-to-day operational perspective to problem-solving. Standing committees tend to be most often concerned with employee welfare and personnel issues (e.g., staff development, travel, performance review, awards, classification), collection development, planning and budgeting, user instruction, preservation, automation, and library publications-exhibits. Ad hoc groups' concerns reflect current major issues facing library management — planning for the future of the catalog, serials management, space planning, microforms, and systems planning.

As the use of committees increases, however, there is concern with the time and effort required and with the proliferation of the number of ad hoc groups. Another frequently-mentioned concern is that the role of staff groups needs to be well defined, so that staff understand the part they are playing in the entire communication process.

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COMMUNICATION SKILLS AS A PERFORMANCE REQUIREMENT. Nearly two-thirds of the responding libraries indicate that the effective use of communication techniques is a stated conponent of job performance for various positions, while one-third of the libraries offer communication skills as a part of staff development programs. An analysis of position descriptions submitted by libraries indicates that communication skills as a job requirement are generally handled in two ways. In some cases, a quite general statement such as "needs communication skills" or "ability to communicate and relate to colleagues" is used. In other cases, more specific requirements are outlined, such as "assimilate information rapidly and prepare clear, concise recommendations and draft responses." Although submitted position descriptions mentioning communication skills ranged from clerical/secretarial positions to library directors' positions, the most frequent examples are unit and department heads, section supervisors, and personnel librarians. Many respondents point to a need to expand individual staff responsibility for communication, and note that libraries need to specify more clearly the skills (e.g., writing reports, leading meetings, relating to users) required for positions.

Library-sponsored training programs focus on communication from two perspectives. Some programs are geared to enhance the individual's general communication skills, such as interpersonal relations, listening, and providing feedback, with little specific tie-in to a particular job function. Other programs deal more directly with a specific task, such as interviewing, report writing, or telephone answering. Many libraries take advantage of university communication departments and campus-wide programs for general communication training, and then develop their own programs for library-related concerns.

TRENDS AND ISSUES. As library staff members at all levels become more involved in planning, research, and problem solving, it becomes more important for the library administration to provide a framework where information can be shared and to assure that staff have the necessary communication skills for their jobs. Of particular importance is the organization's treatment of the first and middle-line supervisors. They can benefit from being provided with useful, up-to-date, accurate information on organizational activities in order to pass it on to staff. In addition, they can function more effectively in an organization that provides the climate and the mechanisms that encourage staff communication. Finally, the organization can furnish supervisors with both incentives and training to encourage communication capabilities.

The organization can assist the functioning of groups by carefully defining their roles (e.g., research, advisory, planning, decision-making) at the outset. The issue of whether to use a staff group in an advisory or decision-making capacity is complex, since it depends upon a number of variables. The complexity or importance of the issue being considered, the stage of development of the involved staff, the amount of available time, the need for a variety of perspectives, and the need for widespread commitment to the final decision all must be taken into account when determining the role of staff groups. Finally, the library can benefit from specifying clearly in both job descriptions and performance appraisal forms the types of communication skills required for positions, both supervisory and non-supervisory, and by providing training in these skills where necessary.

Statistical data and survey results associated with this flyer can be found in SPEC Flyer/Kit # 54, Internal Communication: Library-Wide Policies and Procedures (May 1979). Flyer/kit #56 deals with External Communication.

Kit #55 (June, 1979, 112 pages) includes 12 documents on the use of groups for communication and planning, 11 examples of communication skills as a performance requirement, and 8 documents describing training programs. The kit is available for $7.50 to ARL members and SPEC subscribers and for $15.00 to all others, prepaid — plus a $2.00 per order handling charge and an additional $3.00 if an invoice is required — from: SPEC, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

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INTERNAL COMMUNICATION: STAFF AND SUPERVISORY ROLES

KIT # 55 JUNE 1979

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THE USE OF GROUPS FOR COMMUNICATION AND PLANNING

DRAFT

LIBRARY FACULTY COMMITTEE CHARGES, 1978-79

PERSONNEL

Assists in the identification, recruitment and selection of library faculty. Participates in the interviewing process and makes recommendations to the Director concerning the filling of regular library faculty positions.

PLANNING

Develops plans for the Library System consistent with the rules provided by the University. Develops plans designed to build on and provide expansion for all library resources and programs. Recommended focus for 1978-79: long-range space needs of Library System. Give consideration to the development of a detailed space needs (e.g., square footage requirements) document.

POLICIES, GUIDELINES & RULES

Establish internal rules, policies and guidelines for the operation of the the Library in order to render the maximum service to the University community. Possible topics to consider include research and publication incentives, library faculty working conditions (e.g., professional reading expectations, travel reimbursement policies), etc.

PROMOTION/TENURE

Makes recommendations on decisions of promotion and tenure. An executive committee of five persons (four tenured and one non-tentured) serves as an "executive committee" of the tenured Library faculty. Recommendations are presented to the Library faculty in accordance with Section VIII of the Libraries Organizational Procedure document and the Governing Regulations of the University.

INFORMATION COORDINATOR

Has the responsibility of disseminating all general information about the facilities, staff, programs, and services of the University Libraries. Coordinates the release of information for the Library System. All general mailings or public release of information about the Library should be done through the coordinator (with the exception of Library Associates

and Special Collection information which is handled by that Department.)

SALARY REVIEW

Advisory to the Director. Reviews the existing salary structure and increase procedures and makes recommendations to the Director. Gives special attention to any apparent inequities in salaries.

STAFF DEVELOPMENT

Develops programs or makes recommendations to enable the Library System to most effectively use its personnel and resources to fulfill Library functions in University academic programs and to assist in the development of enrichment programs for faculty and staff. It may identify, study, and recommend policies for continuing education for Library personnel.

OCCASIONAL PAPERS

Investigate the feasibility of a Library-sponsored "occasional papers" series and make a recommendation to the Library faculty. (Reference: discussion at Shakertown.)

COLLECTION DEVELOPMENT TASK FORCE

Review the organizational structure of collection development activities in the Library System. Recommend by January 1, 1979 the most appropriate administrative alignment for collection development functions.

GREEN BEAN EDITOR

Customary editorial policy for the Library newsletter. The procedures document outlines the following: 1) Announcements of meetings, exhibits, colloquia, and other events of interest to library staff. 2) Brief news items with temporary importance (encouraging staff input from the unit and department level on who's traveling, visiting the library, etc.). 3) In-depth news articles possible submitted bi-weekly from regular contributors, e.g., a personnel column, a column of excerpts from other library and related publications. 4) Brief summaries of directives and policy statements from the administration.

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LIBRARY SYSTEMS DEVELOPMENT COMMITTEE

Composition: Representatives from Systems, Technical Processes, Public Services, and Collections. The Assistant Librarians and Coordinator of Technical Processes are ex officio members.
Members as follows:

- Systems Analyst, Systems Librarian
- Acquisitions Librarian (Head)
- Serials Librarian (Head)
- Catalogue Librarian (Head)
- Main Library - two representatives
- Sedgewick Library
- Woodward Library
- Information and Orientation
- Collections

Method of Selection: Appointment by the Associate Librarian, with recommendations from the Administrative Resources Committee.

Term of Office: indefinite, reviewed by the Administrative Resources Committee every two years.

Chairman and Secretary: Elected by members.

Report: The committee will report to the Associate Librarian.

Terms of Reference: The committee will be expected to represent responsible librarians from various parts of the Library system, and to participate in the determination of:

1. The implications of systems development on policy and procedure, staff, new and existing services.
2. The priorities for specific projects being considered for study or development.
3. Information to be distributed to divisions, and the need for training and orientation programmes related to new systems.
4. Objectives for specific systems being studied or developed.

Index Terms: Systems Development Committee, Library

University of British Columbia Library
Policies and Procedures

E Committees
Directive #14
Issued by: Administration
Effective Date: August 1972

LIBRARY PUBLICATIONS COMMITTEE

Status: This is a Sub-Committee of the Library Duplicating, Printing and Publications Committee.

Membership Selection: Nominated by Public Service Divisions and selected by the Assistant Librarian for Public Services.

Term of Office: Reviewed annually by the Assistant Librarian for Public Services and the General Editor.

Chairman: General Editor and Consultant for Library Publications.

Report: Annual report to the Library Duplicating, Printing and Publications Committee.

Terms of Reference:
1. To establish and maintain standards for Library publishing.
2. To allocate the expenditure of the Publications Budget.

Index Terms:
1. Duplicating, Printing and Publications Committee, Library
2. Printing and Publications Committee, Library Duplicating
3. Publications Committee, Library Duplicating, Printing and,
4. Library Publications Committee

University of British Columbia Library
Policies and Procedures

E Committees
Directive #8a
Issued by: Administration
Effective Date: August 1972
Cancels Directive #8

LIBRARY DUPLICATING, PRINTING AND PUBLICATIONS COMMITTEE

Membership Selection: Members of the Committee are appointed by the Associate Librarian in consultation with the Assistant Librarian for Public Services and the Co-ordinator of Technical Processes and Systems.

Term of Office: Continuing.

Chairman: Associate Librarian.

Secretary: Selected by the Committee.

General Editor and Consultant for Library Publications: Selected by the Assistant Librarian for Public Services.

Reports: Minutes of meetings to the Librarian and general circulation of policies, procedures, decisions and general information.

Terms of Reference:

1. To ascertain and control the costs of printing, publishing, and duplicating.
2. To control continuing Library forms from the point of view of utility and design.
3. To establish and maintain standards for Library publishing.

Index Terms:

1. Duplicating, Printing and Publications Committee, Library
2. Printing and Publications Committee, Library Duplicating
3. Publications Committee, Library Duplicating, Printing and,
4. Library Publications Committee

Ombudsman Committee

UBCLA CONSTITUTION: BYLAWS

2) There shall be a standing LIBRARIANS' OMBUDSMAN COMMITTEE, for which the terms of reference shall be:

Composition: Four librarians whose duties do not involve supervision of professional staff, one of whom shall be a carry-over member from the previous year's committee.

Method of Selection:

1) All librarians who have worked in the Library system for at least twelve months are eligible for nomination.
2) All librarians on staff are eligible to vote.
3) Each candidate must be nominated by four librarians and must agree to serve.
4) The outgoing committee shall be responsible for providing from its membership the carry-over member to the new committee.
5) Elections for the three new members shall be conducted by the University of British Columbia Librarians's Association in September.
6) Vacancies through resignation shall be filled by election.

Term of Office: One year beginning in October.

Terms of Reference:

1) Either in committee or as individual members to receive in confidence from any librarian or librarians suggestions and/or complaints regarding matters affecting librarians.
2) Where appropriate, to discuss in confidence with the Librarian such suggestions and/or complaints. The committee is authorized to represent librarians' interests in these matters and to recommend solutions to particular problems.
3) To explain and interpret to affected librarians the decisions taken in respect of individual cases.

THE UNIVERSITY OF NEBRASKA LIBRARIES
Lincoln, Nebraska

GUIDELINES

THE LIBRARY FACULTY

COMMITTEE ON ACADEMIC ACTIVITIES

PURPOSES

The Committee on Academic Activities (herein called the Committee) is charged with "encouraging the professional and scholarly development of members of the LIBRARY FACULTY, individually and collectively, e.g., promoting A.A.U.P., University Senate and committee participation, encouraging research, publications, and attendance at professional and scholarly conventions, workshops, financial aid/or release-time to these ends." (Library Faculty constitution, June 2, 1971)

To carry out its charge, the Committee recognizes two general classes of academic activity: (1) activity related to the library profession itself and (2) activity related to the larger academic community at the University. The Committee will serve as the agent of the Library Faculty in encouraging librarians to attend meetings related to library work and in securing release-time for formal or independent study. In addition, the Committee will establish communication with A.A.U.P. and the University Senate in an attempt to foster more active participation by librarians in these organizations.

PROCEDURE

The committee will gather and publish items, concerning conferences, symposia, workshops, seminars, short courses, and other meetings, in the Staff Newsletter of the Professional Activities Committee of the Love Library Staff Association. In the event that the Staff Newsletter suspends or ceases publication, these items will be posted on the bulletin board in the Compton Room at Love Library. The Committee will scan professional journals for pertinent items and announcements.

The Committee will hold hearings for applicants who desire to engage in formal or independent study in librarianship and in other related subject areas. Applications to the Committee for hearings should be made in writing, and they should briefly outline the project for which the applicant is requesting the hearing.

The Committee will then supply the applicant with instructions and a format-outline (appended for a detailed proposal.) The proposal (an original and three copies) should be in the hands of the Committee no less than a week before the hearing date. The applicant may appear singly or with his supervisor at the hearing. During the hearing, the Committee will discuss the various aspects of the proposed project and the arrangements necessary to execute it. Conduct of the hearing is described in the appended instructions.

After the hearing, the Committee will discuss privately the merits of the proposed project. The recommendation of the Committee, with the proposal, will be sent to the Director of Libraries for final decision. A copy of the Committee's recommendation, and the reasons therefore, will be sent to the applicant.

Applications for attendance at the general meetings of local, state, regional and national library associations or other professional associations to which an individual librarian may belong are not submitted to the Committee.

Hearings will be held quarterly during the academic year:

3rd Thursday of July	for the Fall quarter	September-November
3rd Thursday of October	for the Winter quarter	December-February
3rd Thursday of January	for the Spring quarter	March-May
3rd Thursday of April	for the Summer quarter	June-August

On the second Thursday of December each year, the Committee will present its annual report at the general meeting of the Library Faculty.

POLICY AND PROGRAM COMMITTEE STATEMENT OF PROCEDURE, CRITERIA AND METHOD

I. The Policy and Program Committee is established and charged under the provisions of the University of Nebraska-Lincoln Library Faculty Bylaws.

II. PURPOSE: The Policy and Program Committee acts to discharge its constitutional responsibilities with respect to the following:

A. Reviews and considers Library policy and programs.

B. Recommends changes in policy and programs to the Library Faculty.

C. Definitions:

Policy refers to broad general statements which guide or channel the thinking of Library personnel in making decisions. Program refers to the complex set of plans for major undertakings within the Libraries' overall goals.

III. PROCEDURE

A. Meetings: The Policy and Program Committee will meet at least four times a year. Any member may request a meeting in order to accomplish the purposes presented above.

B. Recommendations for policy and for programs to be considered by the Policy and Program Committee will be accepted from members of the Faculty, the Library Faculty as a whole, and the Liaison Committee.

C. The Policy and Program Committee will refer to the Liaison Committee matters which are not within the charge of the Committee.

D. The Policy and Program Committee will make reports to the Library Faculty as circumstances indicate.

E. In order to solicit opinions and direction from individual faculty members, each committee member has been assigned a constituency of eight faculty members. (See appendix to Minutes No. 1)

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LIAISON COMMITTEE REPORT

The liaison committee's basic function this year has been to coordinate activities and functions which overlap the purposes of the four standing committees; Policy and Program, COARTS, Academic Activity, and Appeals and Grievances.

The liaison committee has also acted as a communication channel between the Dean of Libraries and these committees.

The committee has provided direct faculty representation to the Administrative council, as well as non-official communication.

The committee has helped set agendas for Library Faculty Meetings. And has provided a chair for such meetings in the absence of the Dean of Libraries, the chair of the Liaison committee. Through discussion, the committee has also solved problems brought to it by the four other committees, and the Dean of Libraries.

This is the first year that this committee has been in existence in its present form. In addition to regularly scheduled meetings, the committee has met to solve specific problems, and members of the committee have provided liaison directly, when problems were obviously not of a type which would necessitate the presence of all members. The committee will select a new chair for 1976-7 as soon as all new members are known for this year, and a meeting can be held.

Daniel C. Kloepper

Chair of Liaison Committee

Task Force on Information Service

Explore Goal III. Please consider such areas of concern as:

Philosophy of service

Levels of service

Limits of service

Service points

Public image

Evaluation of information service

Staffing patterns

Hours of service

Cooperative reference

Telephone reference

Reference by mail

Cooperative agreements

Policy manuals

Reference collections

O.J.T. and continuing education for librarians and staff

Computer based reference service

Technological implications in information service

Task Force on Instruction

Explore Goal III with particular attention to IIIB, including:

Why library instruction (benefits to users, benefits to library)?

What kind (e.g., use of visual and/or audio aids; data grabs; programmed instruction; building tours; workshops; credit courses: non-credit courses, general or specific; Plato; etc)?

How much (number of sessions)?

By whom (instructional services librarian, staff, etc.)

For whom (freshmen and transfers, graduates, faculty, new library faculty, support staff, student assistants, others)?

When (orientation, mid-semester, end of semester)?

Where (library, classrooms)?

Publicity

UNIVERSITY LIBRARIES

UNIVERSITY OF COLORADO AT BOULDER

BOULDER, COLORADO 80309

To: All Library Faculty/Staff Members

From: Staff Subcommittee on Internal Staff Governance
of the Long Range Planning Committee

Date: March 30, 1978

A staff subcommittee of the Long Range Planning Committee has been formed in order to get staff input on internal staff governance. (The word "staff" is used here only in reference to classified staff personnel.) The purpose of this committee is to discover and report preferred methods of staff representation to the library decision-making structures.

The subcommittee has decided to interview the staff in small group meetings. These meetings will be scheduled within the next few weeks. Each staff member will be notified personally by a member of the subcommittee regarding the time and place of the group meeting. We urge each staff member to consult his/her department head in order to schedule an appropriate and convenient meeting time. Approximately one hour will be needed to discuss the ideas and concerns presented at the meetings. Suggestions and concerns voiced at these meetings will be confidential and the responses will be reported to the subcommittee without reference to individuals.

After the entire staff has been interviewed, the subcommittee will collect, organize, and prioritize the responses. These findings will be made public for review and analysis at a library-wide staff meeting. After the meeting, the results will be put into report form and forwarded to the Long Range Planning Committee the first week of May, 1978. Copies of the final report will be made available to all library personnel.

In order to facilitate discussion at the group meetings, the subcommittee would like to offer a definition of internal staff governance and provide some general questions for consideration prior to the meetings.

We define internal staff governance as: determining and representing staff needs and concerns to the Library Administration.

For consideration:

1. Do we need formal staff representation within the library?
2. What information or requests do you wish the Library Administration to hear?
3. How do you wish to be represented to the Administration?
4. What are your major concerns/complaints about your work situation?
5. Are your job-related skills and knowledge being used? Which ones are not being used? Why are they not being used?

6. What changes do you want to make in your work situation?
7. How do you wish to be involved in library policy making? On what levels? In what depth?
8. How can the Library Administration better represent staff needs to the University Personnel Office? To the State Personnel Department?
9. What other suggestions, ideas, or concerns do you have about internal staff governance?

We would like to inform the staff that this subcommittee is not a permanent group, and we will go out of business when the final report is forwarded to the Long Range Planning Committee the first week of May, 1978.

Thank you in advance for your support and cooperation. We are eagerly looking forward to "brainstorming" together.

Staff Subcommittee on Internal Governance

Leanne Kunkle, Chair
Robin Richards, Secretary
Helen Bannon
Helene McHendry
Kay Smith
Susan Tweedell

_____will be in touch with you regarding your meeting time and place.

cc: Clyde Walton, Director
Leo Cabell, Associate Director
Eugene Petriwsky, Assistant Director for Technical Services

University of Colorado Libraries
at Boulder

M E M O R A N D U M

September 7, 1978

TO: All Library Faculty and Staff

FROM: Clyde C. Walton CCW
Director of Libraries

SUBJECT: PARTICIPATION IN LRPC TASK FORCES

The Long Range Planning Committee is preparing to establish a number of Task Forces to address areas of concern central to the future of our Libraries. I urge every faculty member to cooperate with the Committee by volunteering to serve on at least one Task Force and by cheerfully agreeing to work with those groups to which you may be appointed. We need your expertise, imagination, and hard work in our preparation of the long-range plan. I request supervisors to encourage staff to participate in this effort.

We are seeking total involvement in giving direction to the Libraries' future.

CCW/eff

University of Colorado Libraries

at Boulder

MEMORANDUM

February 27, 1978

TO: All Library Faculty and Support Staff

FROM: Clyde C. Walton CCW
Director of Libraries

SUBJECT: LONG RANGE PLANNING COMMITTEE

I have asked the following people to serve as members of a Long Range Planning Committee for library development on the Boulder campus:

Charlotta Hensley	Mildred Nilon
Leanne Kunkle	Catharine Reynolds
Carolyn Mueller	Dedy Ward
Jean Messimer	Marilyn Wertheimer.

The Committee has been charged to consider these matters:

1. Over the next ten years, what kind of library does the University of Colorado need to provide high quality support for its curricular objectives?

2. What, within this framework, should be our specific goals and objectives?

3. What rate of growth should we attempt to achieve over the next ten years?

4. What specific program of automation should we adopt?

5. What specific program of intra-library cooperation should we strive to put into operation?

6. What composition and size staff should we attempt to build?

7. What physical facilities will we require?

8. What specific goals and objectives should we adopt and how should they be staged over the next ten years?

9. What should be the development of internal staff governance procedures?

I have asked the Committee to "blue sky" library planning for the next ten years, and not to limit its deliberations to the nine items above. I would like to develop a basic library plan that we can all accept and then work toward it in one-year stages for the next ten years.

The Committee has been told that it should consider the entire staff as a resource and call upon them singly or in groups for such advice and input as the Committee may deem necessary. Leo and I will also be glad to meet with the Committee when the Committee wishes us to.

TASK FORCE ON COMMUNICATION

Explore the area of communication links and effectiveness as a contribution to improved levels of library service and staff morale.

Consider Goals I.E., III.D., IV.A., VI., and VII. C.

Identify communication problems to be faced and ends to be accomplished.

Gather data relevant to the problems and ends.

After analysis of the data, formulate suggestions for improvement including alternative solutions to problems.

Consider the above in terms of:

The whole library

Individual departments

Individual persons

Library users

The relationship of the University Libraries to libraries and library groups in the state and the nation.

Task force:

Charge:

Time:

GUIDELINES TO TASK FORCES

Long Range Planning Committee

In June 1978, the Libraries adopted a statement of Goals of the University Libraries. Library units have prepared statements of unit objectives toward achieving these Goals. The Long Range Planning Committee is naming Task Forces to study and report on certain central problems identified in this process. Task force recommendations will be the basis for action in achieving the Goals. Every step of the process depends upon the widest possible participation by members and units of the Libraries and by openness to possible alternative methods and directions.

The grass-roots approach has been central to our procedures in developing the Goals and should be given prime consideration in the work of Task forces. Each Task force will be given the unit objectives relating to its charge to provide a first view of unit and individual concerns.

1. Each Task force shall be given a charge and a time frame for reporting.

2. Method of selection for Task force membership will vary with the Task force (generally based on individual interest and working knowledge of the problem under consideration)

3. One member of the Long Range Planning Committee will serve as liaison to each Task force. The liaison shall not serve as chairperson or secretary.

4. The Research and Planning Librarian will serve as an ex officio member of each Task force. She/he shall serve as a resource person and will arrange space for meetings, files, etc. (if needed), charging of literature searches, xeroxing, etc. She/he shall not serve as chairperson or secretary.

5. The chairperson shall prepare an agenda for each meeting.

6. Task force meetings shall be announced in advance by posting in the LRPC notebook at the information desk. Meetings shall be open to Libraries staff who may, at the chairperson's discretion, be called upon to speak.

7. The chairperson shall submit a written progress report before the first of each month to the secretary of the Long Range Planning Committee; copies will be filed in the LRPC notebook.

8. The Task force is to consider all reasonable possibilities for action, including "blue sky" options as indicated by the Director in his charge to the LRPC. We are to assume that a worthwhile recommendation can be "sold" to the Libraries, the University, the funding agencies. Task forces are encouraged to name Sub-Task forces to give in-depth attention to specific aspects of the assigned problem and to involve as many persons as possible toward the solution of the Libraries' problems. Such Sub-Task forces should operate under procedures similar to items 1-7 above.

9. The final report to the LRPC should include:
   A. a review of Task force actions including each Sub-Task force charge, membership, etc.
   B. recommendations for action, with priorities and recommended alternatives
   C. documentation to support recommendations, including appropriate cost/benefit information

Northwestern University Library
Staff Announcement Number 380
October 15, 1975

The University Library Advisory Staff Council (ULASC), comprised of classified staff members and appointed by the University Librarian, shall provide a channel of communication between members of the classified staff and the Library administration on issues of mutual concern.

Initial committee appointments were made in 1973. The University Librarian recently appointed the 1975-76 ULASC committee which consists of the following:

Anna Anrod	Reserve Room
Vicki Dunn	Tech Inst. Library
Anne Gusmano	Search
Susan Knox	Public Services
James Meyer	Search
Suzanne Schoolmaster	Art Collection
Sarah Spector (Chairperson)	Serials

First announced in Staff Announcement Number 269, November 28, 1973, the following is reprinted therefrom for the information of the many members of the classified staff who have joined us since the inauguration of ULASC.

CHARGES TO THE COUNCIL

1. To serve in an advisory capacity to the Northwestern University Library administration on matters of mutual concern.

2. To serve as a sounding board for the Library administration on questions and decisions relating to the classified staff.

3. To recommend classified staff members for appointment to appropriate Northwestern University Library committees.

4. To call meetings of the classified staff when appropriate, or in conjunction with the Assembly of Librarians call meetings of the entire Library staff.

5. To serve as a liaison between the Northwestern University Library classified staff and the University Staff Advisory Council.

GUIDELINES FOR THE SELECTION OF THE COUNCIL

1. The University Library Advisory Staff Council shall include classified and permanent part time staff members of Northwestern University Library.

   By Northwestern University Library is meant the main University Library, the Music Library, and the Branch Libraries (Management Library, Schaffner Library, Technological Institute Library, Transportation Center Library, the Science Libraries--Biology, Geology, Mathematics, Astronomy).

2. Composition of the Council.

The Council shall be composed of seven classified staff members from the Administrative, Public and Technical Services Divisions as well as the Branch Libraries. The Council shall include staff members who have been at Northwestern University Library for several years and recent employees.

3. Term of office.

The Term of office shall be from October through September.

Council members shall be appointed for a one year term. They shall be eligible for re-appointment but may not serve more than two consecutive full terms.

4. Vacancies.

The Council shall appoint a classified staff member to complete any unexpired term.

5. Method of selection.

The Council shall serve as a committee to recommend to the University Librarian appointees for the following year.

a. During the first full week of September notices shall appear in The Lantern's Core and on the staff lounge bulletin board to request volunteers or recommendations for appointment.

b. The Committee shall consider these volunteers and/or recommendations and attempt to balance the composition of the Council.

c. The seven persons thus selected shall be recommended to the University Librarian for appointment.

Robert L. Ireland
Personnel Officer

UNIVERSITY OF NOTRE DAME

MEMORIAL LIBRARY

ADMINISTRATIVE ANNOUNCEMENT

DATE: November 13, 1978 NO: LFS:195:78

TO: Library Faculty and Staff

SUBJECT: University Libraries' Middle Management Council

At its meeting of November 10th, the members of the Conference of Administrative Librarians endorsed a new name and revised statement of responsibilities for itself. Accordingly, the statement below supersedes LFS:133:78 (March 17, 1976).

The Libraries' Middle Management Council is comprised of those individuals reporting directly to the assistant directors for Public Services, Technical Services, and College and Department Libraries. It serves as the formal vehicle for communication and problem resolution among the Libraries' middle managers and with both the assistant directors and the line staff.

Among the specific responsibilities of this group are:

(1) To keep department heads and the library administration generally aware of proposed changes in departmental policies and procedures;

(2) To work on the resolution of specific inter-divisional problems, particularly those referred to it by the Library Administrative Committee (LAC);

(3) To provide a forum for the discussion of library goals and budget matters as these affect departmental operations; and

(4) To bring to the attention of the LAC the major inter-divisional operational problems which require resolution.

The chairperson and secretary will be elected annually by the Council at its first meeting in September. The Council shall meet at least monthly, with such additional meetings as may be deemed necessary. Joint meetings with the LAC will be held at the request of either group.

Robert C. Miller
Director of Libraries

UNIVERSITY OF NOTRE DAME

MEMORIAL LIBRARY

ADMINISTRATIVE ANNOUNCEMENT

DATE: November 16, 1978 NO: LFS:196:78

TO: Library Faculty and Staff

SUBJECT: Library Administrative Committee

Among the prerequisites of effective overall administration of the University Libraries is a senior administrative staff who share an awareness of general library operations and participate to an appropriate extent in the development and approval of library-wide planning, policy and budgeting. Accordingly, I am officially constituting the Library Administrative Committee (LAC).

The Library Administrative Committee consists of the Libraries' senior administrative staff (the Director of Libraries, the Assistant Directors, the Business Manager, and the Library Personnel Officer). It is formally charged with the following responsibilities:

(1) Insuring mutual awareness among its members of activities and problems in the various areas of the Libraries;

(2) Identifying particular operational and policy problems, and recommending methods of addressing these; and,

(3) Serving as the final budget and policy review body within the Libraries.

The Director of Libraries will serve as chairperson of the Committee, which will meet at least monthly. Summary minutes will be distributed. In addition, individual members of the Committee are responsible for insuring adequate communication within their areas of the substance of the Committee's deliberations.

Robert C. Miller
Director of Libraries

STATEMENT OF PURPOSE

The purpose of the Library Staff Committee is to represent the staff to administration. To foster good communication and promote interests and activities of the University Library staff.

FUNCTIONS OF THE LIBRARY STAFF COMMITTEE

1. To serve as a channel for the exchange of opinions
2. To handle suggestions and advise the Library Personnel Officer of communication problems and misinterpretations.
3. To work with the Library Personnel Officer to further staff development and growth.
4. To help the Library Personnel Officer understand the general needs of the staff.
5. To work with the Library Personnel Officer on general projects that concern the staff.

ORGANIZATION OF THE LIBRARY STAFF COMMITTEE

The Library Staff Committee will consist of seven members. Six of the members will be elected by the staff of the University Libraries. The seventh member will be the Library Personnel Officer, who will be an ex-officio member of the committee.

The elected members of the committee will serve two year terms. Elections will be held once a year in the third week of June. The newly elected members will take office on the first of July. Committee members' terms will be staggered with three members retiring from the committee one year and three the next year. This will provide both change and continuity.

Business brought before the Library Staff Committee is covered through regularly scheduled meetings of every other week. When the need arises, the chairperson of the committee shall call additional committee meetings.

When individual staff participation in a committee project is being planned, the Library Staff Committee shall seek approval from the appropriate department head before involving individual staff members in projects that require work release time.

DEFINITIONS OF POSITIONS ON THE LIBRARY STAFF COMMITTEE

Please see attached page

DEFINITIONS

Chairman

The chairman has the following duties: to set the agenda before the Committee meets and to chair the meetings, to delegate tasks among committee members so that programs established by the Committee are completed as efficiently as possible, to call extra or unscheduled meetings when the chairman or any committee member feels it is necessary to complete the programs of the Committee, to represent the Committee before the Administration and other gorups.

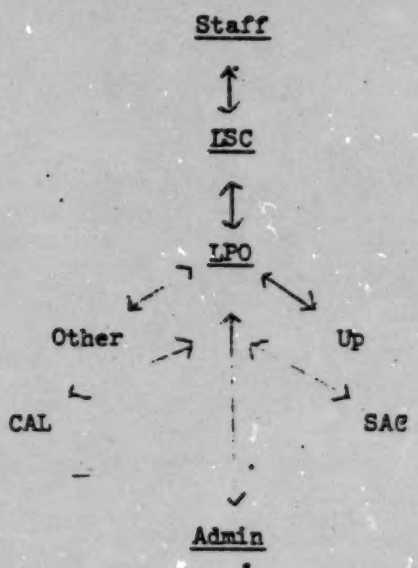
Secretary

The secretary has the following duties: to keep the minutes of committee meetings, to maintain the files of the committee, to assure the drawing up and distribution of all announcements and minutes of the Committee that are not under the jurisdiction of sub-committees established by the Committee, to handle all Committee correspondence not under the jurisdiction of sub-committees established by the Committee.

Library Personnel Officer

The Library Personnel Officer is a liaison between the Library Staff Committee and the Administration. Any information clarification of policies, procedures, issues and recommendations involving any outside committees, groups, etc. (i.e., University Personnel, Senior Advisory Council (SAC), Conference of Administrative Librarians (CAL), Assistant Directors, etc.) shall be channeled from the Library Staff Committee through the Library Personnel Officer to the appropriate committee. It is then the responsibility of the Library Personnel Officer to keep both the Staff Committee and the group or committee involved well informed.

LIAISON — COMMUNICATION



LSC = Library Staff Committee

LPO = Library Personnel Officer

CAL = Conference of Administrative Librarians

SAC - Senior Advisory Council

UP = University Personnel

780714

TSD DEPARTMENT HEADS GROUP

I. Definition:

In the absence of a director for the Technical Services Division, the TSD department heads have agreed to act as a unified group for the purposes of maintaining the existing structure, acting as liaison to the library administration and others, and helping to insure the Division functions effectively until a new director is appointed.

II. Chairperson:

The TSD Department Heads Group will meet together on a regular basis, probably at least once a week, beginning September 5, 1978. The chair will rotate; each department head will preside for a two-month period, at which time the cycle will be repeated if necessary. Lots will be drawn to determine initial schedule. The chairperson will act as liaison to the library administration and will represent the TSD department heads in a resource capacity, i.e., will channel information in both directions. The chairperson will coordinate interim policies, procedures, recommendations. He/she will insure that minutes are maintained for all Group meetings. Meetings will be restricted to the TSD department heads. If any member(s) of the Group is absent, the assigned department substitute will be consulted as necessary; otherwise, issues will be resolved by the Group members present if they cannot be postponed. The chairperson is additionally responsible for routine tasks normally performed by the director of TSD, e.g., signing of routine forms, etc.

III. Responsibilities of the Group:

The Group will act as a unified body in decision making and in representing the Division. Members will fully assist the chairperson. In addition, each member is responsible for the topics outlined on the attached pages.

IV. The TSD secretary will be available as needed for routine divisional assignments and to assist the Group in the usual fashion such as typing of minutes, procedures, etc. As time permits, she may be given assignments outside the Division. The chairperson will coordinate the activities of the secretary.

V. Outline of major responsibilities of TSD department heads (see also following pages):

Mr. Gelfand: personnel

Mrs. Gross: computer activities and automation

Miss Thaxter: staff development, orientation program in TSD

Mr. Trautman: student budgets, collection of statistical data and maintenance of existing management statistics

BROWN UNIVERSITY

Brown University Memorandum Date October 4, 1977

To Fred Lynden

From Charles D. Churchwell, University Librarian

Subject: Collection Development Committee

I have recently contacted last year's Chairman of the Faculty Library Committee and requested a meeting of the Committee at the earliest possible time. At the Committee's first meeting, I would like to present the major issue to be considered this year: The Development of an Acquisitions Policy for Brown University Libraries. In order to direct all the efforts related to the development of the policy statement, I am appointing the following persons to serve as members of a Collection Development Committee:

Dorothy Day, Reference Librarian
Patricia Galkowski, Reference Librarian
Janet Hampton, Head Acquisitions Librarian
Ann Randall, Assistant University Librarian
Samuel Streit, Assistant University Librarian
Robert White, Head Serials Librarian

You and I are to serve as Co-Chairmen of the Collection Development Committee. I have already contacted the above persons and they have agreed to take on this very important task, which I do not expect to be completed before the end of this academic year, 1977-78. Hence, the policy statement will not affect the development of the Acquisitions budget for the academic year 1978-79. You and I should meet soon to prepare for the first meeting of the Committee.

CDC:sw
cc: Maurice Glicksman
Dean of Faculty and Academic Affairs
Day
Galkowski
Hampton
Randall
Streit
White

BROWN UNIVERSITY LIBRARY
Providence, Rhode Island 02912

The John D.
Rockefeller, Jr. Library

November 25, 1977

Dear Departmental Library Representative:

Brown University Library, like other research libraries, is faced by a chronic shortage of library materials funds and soaring inflation rates for research materials. In order to utilize better our limited resources, the University Librarian has directed our task force to prepare a collection development policy for the Brown University Library. The development of this document is of the highest importance to every member of the Brown community, but especially to the librarians, students, faculty, and members of the administration. The enclosed package of materials will ultimately be sent to members of the faculty. It is being sent to you at this time to serve as a basis for our discussion on December 5. It is our hope that at that meeting you will provide us with your comments concerning the adequacy of this package of materials and our plan for involving the faculty, students, and administration in the design of the collection development policy.

What is a collection development policy? It is a written statement defining the collecting priorities of the library arranged by subject, including forms of material, languages and geographical areas, and chronological periods collected or excluded. Brown University Library intends to describe the collecting priorities in terms of the levels outlined in the American Library Association's Guidelines for the Formulation of Collection Development Policies. (Definitions of collecting levels from this document are attached.) A collection development policy is a communications device and a planning tool. It should enable the library to allocate its limited funds rationally, and facilitate the coordination of collection development and cooperative services within Rhode Island, regionally, and nationally.

We are sending you descriptions of some current collection services offered by Brown University Library. Enclosed are brochures on interlibrary loan service at Brown; on-line bibliographic data services; special collections at Brown; the Center for Research Libraries (of which Brown University Library is a member); and the Consortium of Rhode Island Academic and Research Libraries (CRIARL). These are collection services which supplement our regular book and journal collections. Finally, we are enclosing a questionnaire which we would like you, as departmental library representatives, to critique.

Our plan of operation is as follows: The Library Task Force on Collection Development will set up an interview session with members of each department. Contact and arrangements for interviews will be made through you. In advance of the scheduled interview, faculty members will receive the above materials. Prior to the meeting, the Task Force team assigned to interview members of the department will collect the questionnaires from the departmental library representative. The answers to the questions will give focus to the interviews and insure coverage of information primarily related to the Library's collections. (Information about other library concerns will naturally be welcomed at this time.)

We are looking forward to meeting with you on December 5, and thank you in advance for your response to the attached questionnaire and accompanying information. May 30, 1978, has been set as our deadline for the completion of the Brown University Library Collection Development Policy. Therefore, we will appreciate any suggestions you can make which will help us obtain the desired information expeditiously.

Sincerely,

Fred C. Lynden

Library Task Force on Collection Development
Co-Chairman

FL/gh
cc: Faculty Library Committee

DEFINITIONS OF COLLECTING LEVELS

1. Comprehensive level. A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is that which maintains a "special collection"; the aim, if not the achievement, is exhaustiveness.

2. Research level. A collection which includes the major source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field.

3. Study level. A collection which is adequate to support undergraduate or graduate course work, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

4. Basic level. A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

5. Minimal level. A subject area which is out of scope for the library's collections, and in which few selections are made beyond very basic reference tools.

THE UNIVERSITY OF FLORIDA
THE UNIVERSITY LIBRARIES
GAINESVILLE, FLORIDA 32611

OFFICE OF THE DIRECTOR

October 12, 1978

MEMORANDUM

TO: Librarians Listed Below

FROM: G. A. Harrer

SUBJECT: Science Library Technical Committees

Now that we have all got the libraries and the University cranked up for another academic year, and have our plans under control for the expenditure of another fine book budget, the next cooperative task is to assist the Division of Planning and Analysis in the writing of a "program" for the proposed Central Science Library. To this end, I suggest that we form several technical committees which can develop statements of the facilities needed by the functional operations in that new building, for review by the Library administration and the Science Library Building Committee. I, therefore, am asking, by copy of this letter, those persons listed below to serve on the committees named. If any cannot or will not, please let me know.

1. Technical Services Committee (to consider appropriate arrangements for acquisitions, cataloging, including the coordination of classification and the development of a common bibliographic data base, and an efficient system for the handling of serial receipt and payment).

   A. McNairy
   F. Orser
   L. Orser
   C. Willett
   N. Williams
   I. Hixson, Chairman

2. Reader Services Committee (to plan services in the areas of circulation, reference, interlibrary loan, computer access to data bases, microtext use, public photocopy, and the like).

   H. deFuniak
   B. Hartigan
   D. Kennedy
   G. Kovalik
   A. Liles
   W. Weaver
   C. Drum, Chairman

3. Equipment and Furniture (to consider general aspects of the subject, to advise other committees, and to begin a general list of the equipment needed).

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

033

B. Hartigan
H. Huseman
J. Blitch, Chairman

4. General Coordinating Committee (to review proposals and coordinate the various recommendations).

C. Drum
R. Krumm
J. Renz
A. Strickland
T. Srygley
M. Willocks
G. Harrer, Chairman

I will leave it up to the Chairmen of the various committees to call meetings of the committees. I would hope that activity could begin in a relatively short time, and that we would aim for the completion of a single document for the Building Committee by the first week of January, 1979.

GAH:blm

PURDUE UNIVERSITY

To Distribution

From J.M. Dagnese

Date September 22, 1975

Subject Administrative Services Division Advisory Committee

I am hereby appointing you as a member of this committee. If you are unable to serve, please let me know immediately. The term of this appointment will be concurrent with the review period of the reorganization, which will end in the summer of 1977.

Functions of the Advisory Committee:

1. To serve as a communication and work center to plan, coordinate, recommend and review issues and innovative concepts for the division;
2. To act as a vehicle for system-wide input into the decision-making process of the division;
3. To develop and maintain effective liaison with other divisions of the system.

Distribution: M. Bailey
W. Corya
M. Drake
D. Ferris
C. Long
C. Stafford
J. Thomas
M. Zumstein

cc: Administrative Committee
J. Thomas

PURDUE UNIVERSITY inter office memorandum

To Distribution

From J.M. Dagnese

Date September 22, 1975

Revised September 26, 1975

Subject Materials and Audio-Visual Services Division

I am hereby appointing you as a member of this committee. If you are unable to serve, please let me know immediately. The term of this appointment will be concurrent with the review period of the reorganization, which will end in the summer of 1977.

Functions of the Advisory Committee:

1. To serve as a communication and work center to plan, coordinate, recommend and review issues and innovative concepts for the division;

2. To act as a vehicle for system-wide input into the decision-making process of the division;

3. To develop and maintain effective liaison with other divisions of the system.

Distribution: W. Corya
D. Ferris
M. Gibbs
C. Knodle (pro-tem)
B. Pinzelik
R. Road (pro-tem)
C. Snow (pro-tem)
L. Williams

cc: Administrative Committee
J. Thomas

PURDUE UNIVERSITY inter office memorandum

To Distribution
From J.M. Dagnese
Date September 22, 1975
Subject Resources and Reference Services Division Advisory Committee

I am hereby appointing you as a member of this committee. If you are unable to serve, please let me know immediately. The term of this appointment will be concurrent with the review period of the reorganization, which will end in the summer of 1977.

Functions of the Advisory Committee:

1. To serve as a communication and work center to plan, coordinate, recommend and review issues and innovative concepts for the division;

2. To act as a vehicle for system-wide input into the decision-making process of the division;

3. To develop and maintain effective liaison with other divisions of the system.

Distribution: T. Andrews
M. Drake
R. Funkhouser
C. Knodle
R. Kovac
L. Kovacs
K. McCullough
E. Posey

cc: Administrative Committee
J. Thomas

MICHIGAN STATE UNIVERSITY

LIBRARIES

SIB: 238
DATE: 1/20/78

STAFF INFORMATION BULLETIN - 238

SUBJECT: Decisions Relating to the Card Catalog

During the next few months it will be necessary for us to answer numerous questions about the future of the card catalog in the M.S.U. Library. We need the help of the entire staff in arriving at the right decisions.

The Library Advisory Council has recommended several committees to identify problems and suggest alternatives. Therefore, we will establish a Catalog Coordinating Committee with a membership composed of the Associate and Assistant Directors, the chairpersons of the committees listed below, the Library Systems Analyst, and Mrs. Florence Denny as Chairperson. The other committees to be established and the initial charge to each are as follows:

Pre-1980 Catalog: (1) to determine if the change in Anglo-American cataloging rules and LC proposed programs dictates a separate catalog or bibliographic file after 1980; (2) if a new catalog or bibliographic file is needed to make recommendations on maintaining the pre-1980 catalog by changing records as appropriate or leaving it as is; (3) if the pre-1980 catalog is subject to change, to identify the amounts and kinds of maintenance required; (4) to analyze the alternative formats (card, microfiche, microfilm, print, etc.) for the pre-1980 catalog and to relate maintenance requirements to each alternative.

The following committees will begin deliberations based upon the assumption that there will be two bibliographic files (pre and post 1980) for access to collections.

Systems Requirements: (1) to identify the minimum requirements for the user of an overall system; (2) to use sub-committees in detailing requirements of each sub-system; (3) to respond to decisions being made to assure that quality has equal consideration with cost-effectiveness; (4) to recommend priorities for sub-system installations.

Forms of Bibliographic Display: (1) to determine the extent of bibliographic records and the files to be displayed, and for whom; (2) to recommend method or methods to display record (e.g. on-line, microfiche, cards, etc.); (3) to determine access points required for users; (4) to analyze cost of updating and display, including number of user stations required.

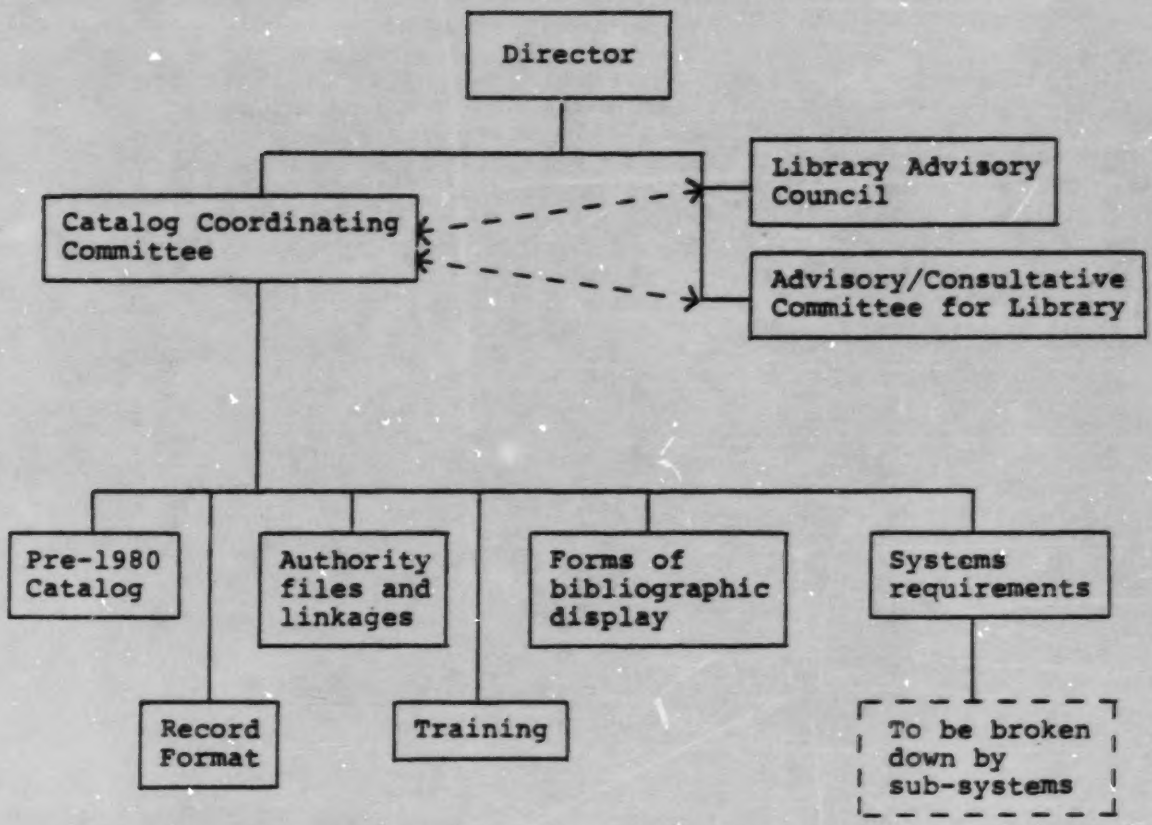
Authority Files and Linkages: (1) to determine if and how the pre-1980 and post-1980 files will be related to each other; (2) to consider the search problems that may be encountered by the user in seeking information from the files; (3) to make recommendations on maintaining two authority files if such is indeed desirable.

Record Format: (1) to study and review available information relating to record format, such as the University of Chicago Quadraplanar Structure, the LC display patterns, etc.; (2) to analyze the record format and determine the choice and arrangement of selected bibliographic elements for each data file.

Training: (1) to detail efforts that will be necessary to train and orient the staff and users to the new bibliographic file and to the dual files; (2) to present seminars for the staff to keep them aware of decisions made and to assist them in utilizing the two files; (3) to prepare training aids for users.

Selection of staff members for the committees will begin next week. If you are interested in participating, return the attached form to the Library Office as soon as possible.

ORGANIZATION FOR ADVISORY RECOMMENDATIONS IN
CLOSING THE CARD CATALOG



MICHIGAN STATE UNIVERSITY LIBRARIES

Advisory Recommendation on Closing the Card Catalog

1. I am interested in serving on the following committee or committees:

- ☐ Pre-1980 Catalog
- ☐ Systems Requirements
- ☐ Forms of Bibliographic Display
- ☐ Authority Files & Linkages
- ☐ Record Format
- ☐ Training

2. Additional comments, recommendations, or explanation of your interest or expertise.

_____

_____

_____

_____

_____

_____

_____

Signature

U. CALIFORNIA, BERKELEY

REPORT

of the

TASK FORCE ON COMMUNICATION

Submitted to CAP Study Team
by:

Ann Basart
Eva Carroad
Richard Cooper
Allan Dyson
Louise Eastland
Charles Martell (Chair)

August 20, 1978

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INTRODUCTION

The charge to the Task Force on Communication directed it to describe and analyze present patterns of communication relating to collection development 1) between the university community and the library, and 2) among selectors within the library, and to recommend ways to impove communication in these areas. The Task Force analyzed these patterns after carrying out a series of interviews with relevant groups. The recommendations listed in the following report represent a synthesis of its findings.

In submitting this report the Task Force would like to acknowledge the invaluable assistance given by the many library staff members and campus faculty who were interviewed or supplied information to us.

METHODOLOGY

In order to begin a systematic investigation of existing communication channels, the Task Force identified five communication "links" (interchanges) affecting book selection and collection development in the U.C. Berkeley General Library:

I. Communication among Library Selectors.

II. Communication between the Library Administration and Library Selectors.

III. Communication between Academic Departments/Programs and Library Selectors.

IV. Communication between Campus Administrative Units and the Library.

V. Communication between Individual Users and Library Selectors.

Because of differences in selection responsibilities between the Collection Development Office and branch library selectors--area/language as contrasted with subject orientation--Category III was further subdivided into the following:

III. a. Communication between Academic Departments/Programs and Library Selectors in Branch Libraries

b. Communication between Academic Departments/Programs and Library Selectors in the Collection Development Office.

Next, it was determined what information was needed to describe the current communication patterns and practices in each category. The following questions, applicable to all categories, were formulated:

- What communication channels exist at the present time (formal meetings, informal discussions, etc.)?
- What type of information is exchanged using the existing channels (advice on specific acquisitions, requests for materials, news about curricular changes, etc.)?
- What type of information should be communicated?
- Are the present communication mechanisms perceived to be adequate?
- Are there barriers to communication at the present time?
- How could communication be enhanced (changes in present system or entirely new communication patterns)?

Because of the subjective nature of the topic in question, the Task Force chose the interview approach to collect data from the six groups identified above. Since it was not feasible to interview all selectors, academic department chairpersons, and campus library users, the Task Force selected representatives from each category. Interviews were matched in order to compare the perceptions on both sides of an interchange. In other words, the results of an interview with a library selector would be most meaningful if compared to results of an interview with a representative of the discipline for which he or she selects.

Thirteen academic programs and departments were designated by the Task Force for interviews. To be representative of a wide variety of library selection practices, at least one example was selected from each of the following types: 1) large departments served by one selector in C.D.O.; 2) small departments served by one selector in C.D.O.; 3) programs served by one selector in C.D.O.; 4) programs served by C.D.O. selectors and branch selectors; 5) large departments served by a single branch selector; 6) departments served by more than one branch; 7) departments served by C.D.O. selectors and branch selectors.

Based on the above rationale, the following departments and programs were chosen: Afro-American Studies, Anthropology, Botany, Dramatic Arts—Dance, Engineering (School), English, Forestry, History, Medieval Studies, Nutritional Sciences, Political Sciences, Slavic Languages and Literatures, and Women's Studies. Task Force members attempted to contact either the library representative or the chairperson of the department or program.

Selectors were usually interviewed before contact was made with their corresponding departments or programs.

No systematic study of individual users was undertaken. Responses from departmental representatives were used to supply some information on this communication link. In addition, all selectors interviewed were asked to comment on the methods by which they sought or received information from individual researchers.

The information from our interviews follows. After a section on general findings, there are six sections dealing with each of the communication links studied. Within these sections are the specific findings and recommendations of the Task Force.

GENERAL FINDINGS

Through the interviews described above, the Task Force has been able to develop a picture of the communication processes on the Berkeley campus that relate to collection development. By examining both ends of a communication link the Task Force has determined 1) whether differing perceptions of policies and procedures exist; 2) if present, the type of perceptional variation; and 3) whether the problem of variation appeared in several interviews.

By focusing on problems, the Task Force has tended to stress the need for improvements. It should be pointed out, however, that interviews with faculty often revealed satisfaction and, in some cases, glowing enthusiasm for the assistance and responsiveness of the library selector.

FINDINGS: Sufficient inconsistencies, differing perceptions, and inadequate information exist in important areas to conclude that selected changes could lead to substantial improvements in our collection development effort.

FINDING: The most effective communication interchanges exhibit similar features:

1. high levels of personal contact;
2. a wide variety of communication mechanisms; and
3. consultation and feedback.

Selectors use a wide variety of communication mechanisms in carrying out their responsibilities. Not all selectors utilize the same mechanisms nor do they have the same degree of personal contact with other selectors and user groups. In general, however, the Task Force has found that some communication techniques have not received sufficient attention. For example, several faculty members felt that the library did not respond adequately to the

status of their purchase requests. Selectors vary considerably in their responses to such requests. Some provided little or no feedback, some provided it only for requests that can be labelled as "special." In some cases, the problem was even more basic--the faculty did not know who in the Main Library was responsible for selection in their area.

The number of these inconsistencies has led the Task Force to point out specific techniques or mechanisms that individual selector might develop, if not currently used, in order to improve communication.

FINDING: Evaluations by the faculty regarding communication between the General Library and academic departments vary significantly from "stunningly effective" to "the buying situation is hopeless; therefore, the time we might spend to make recommendations is not worthwhile."

FINDING: Awareness of the accessibility of materials in the collection can be improved through the development of certain types of communication (e.g., personal contact, new-book shelves, acquisition lists).

The Task Force discovered that selectors and the faculty sometimes gave differing responses to the same questions For example, one departmental representative/branch librarian interchange reflected a wide diversity of opinion. The department chairman thought faculty minutes were sent to the branch, but the branch librarian does not receive them (and would like to); the chairman thought copies of the "Request for Approval of New Courses" were not sent to the branch but ought to be, yet the branch librarian does receive them; the branch librarian thought that purchase suggestions were regularly solicited from the department, but the chairman believed such solicitation never took place (and seemed upset that it did not).

These variations are not unique. We hope that our recommendations will result in a dialogue between selectors and faculty representatives in order to determine whether or not misperceptions exist about the types of information that the library and the department/program are interchanging or require.

Selectors indicated that the lack of information was especially evident in three important areas: 1) activities in the academic department (e.g., new faculty, curriculum changes, and research interest of faculty); 2) library policy; and 3) administrative coordination (e.g., clarity of collection responsibilities, forums for discussing collection development strategies, and the resolution of problems related to overlap, lacunae, etc.).

FINDING: Current communication mechanisms do not seem to contribute to the development of an integrated collection development program including policy, planning, and coordination.

Common misperceptions about the role of the Selection Committee, the absence of coordination mechanisms, the overall paucity of communication within the General Library dealing with an integrated and comprehensive program of collection development and, until the RUSHMORE study, what is perceived as a weak planning effort, make it imperative that the results of the RUSHMORE and CAP studies lead to a more systematic approach in the future. The interrelatedness of our selectors should be emphasized. More than once in its interviews the Task Force encountered selectors who noted the individual and isolated nature of their function. "No one knows what I do, no one cares and it is too time-consuming to explain," was the comment of one selector.

The positive influence that the RUSHMORE study has already had should be

noted. The Task Force sees every indication that the impetus from this study can have far-reaching benefits for the library and the academic community. When coupled with the CAP study, the library will have a firm basis on which to plan. As one selector aptly phrased it, "Before the RUSHMORE study there was no discussion of areas of responsibility, nor perception of one's own and other's responsibilities. Since the study there is a great awareness of other and related resources. All these contributed bits of information help shape policy considerations." With acknowledgment of the substantial achievements of the past and the tremendous planning endeavors of the last several months, the Task Force is enthusiastic and optimistic about the opportunities now available to improve our communication methods and to move to greater levels of excellence.

COMMUNICATION AMONG SELECTORS

Branch Library Selectors

The branch librarians who were interviewed expressed general satisfaction with the communication existing between themselves and other branch librarians. When they spoke about communication with the Main Library selectors, their responses ranged from high satisfaction concerning their referral of foreign language materials, particularly Slavic, to an expression of mild dissatisfaction because the materials referred were considered inappropriate for the branch.

An analysis of the branch librarians' responses indicates that communication regarding collection development is on a title-by-title basis. They regularly send each other L.C. proofslips, publishers' announcements or bibliographies, and they communicate by memo or phone. Some used the microfiche products to identify purchases of related materials by other locations, but one observer suggested that greater use should be made of the fiche products. While all branch librarians expressed satisfaction with the informal network of personal contact they had developed, all felt the need to resolve problems of overlap and responsibility. Everyone felt the need for occasional meetings to resolve problem areas of collection development. An annual meeting of all selectors, to identify problems, was suggested. Other suggestions received were that lists of selectors and their responsibilities be circulated, that the Selection Committee and selectors resolve the issue of how to divide collection development responsibilities between departments and disciplines, that a post-RUSHMORE analysis is needed to develop and structure communication patterns, that there be more interactinn between CDO and branch selectors, and that the activities of the former be better explained to the latter.

Main Library Selectors

The Main Library selectors in their interviews indicated that they refer publishers' announcements to each other and have a fair amount of informal communication (e.g., notes, phone calls, or face-to-face conversations). There is some referral of foreign language material to branches, but no one interviewed remarked that he received referrals from branches. Communication was characterized as informal (i.e., one-to-one) and adequate. The informal communication was supplemented by the regular meetings of the CDO, special series of meetings, like the ones held with GTU, and the occasional meetings held with individual branch librarians or Law Library representatives. It was suggested, however, that there should be occasional formal meetings to resolve collection responsibilities in the social sciences, history of science, and other areas of possible overlap between Main and branch libraries.

Interviews With Others Regarding Communication Among Selectors

In addition to interviewing branch and Main Library book selectors about their interactions with one another, we interviewed representatives of the library administration, participants in administration-sponsored studies, and staff who support the book selection function regarding their observations about communication among selectors. These groups stressed the importance of the RUSHMORE project as a successful communication device and divided their observations into "before" and "after." Before RUSHMORE, selectors were viewed as isolated, with insufficient means of communicating their needs and responsibilities; they performed their selection duties as individual and separate functions. They were nonetheless described as having sure ideas of what to collect. All selectors have

now attend workshops to evaluate collection problems in LC classes. The workshops were followed by meetings devoted to the analysis of specific subjects, where selectors became aware of their own responsibilities and their interrelationships with other selectors. With the RUSHMORE project a "one library" concept has begun to emerge.

Conclusion

There is widespread agreement among all selectors and observers that while the informal communication network for the referral of individual titles is adequate, formal communication among selectors needs intensifying. Suggestions were received for strengthening communication and coordination in specific areas (e.g., in the social sciences, between the physical and biological sciences, and between the sciences and CDO). Many selectors were concerned with how to structure the communication interchanges effectively, but there was universal agreement that communication was needed to determine where responsibilities for collection development rest.

In sum, a formal but infrequent mechanism is desired to resolve these issues:

a) Problems of collection overlap;
b) gaps in the collection or in collection responsibilities;
c) discussion of new programs;
d) the effect of interdisciplinary programs on campus library units;
e) improvement of selectors' awareness of collection responsibilities;
f) coordination of the efforts of 65 selectors into a comprehensive whole.

RECOMMENDATION 1: As an initial step, the AUL for Collection Development should, on a yearly basis, request statements from all selectors on problem areas or issues that they recognize as having relevance to a range of selectors and that might best be discussed and/or resolved via group meetings. The respondents should

generally state the nature of the problem, and suggest forums for discussion (e.g., small group meetings, administrative review, workshops, etc.) and desired outcomes.

RECOMMENDATION 2: As a result of the annual study, forums should be developed for the resolution of problem areas and issues that appear to have significance for selectors. The frequency of these forums should be carefully weighed, perhaps by the Selection Committee. Their content should generally be structured and centered around a well-defined problem area or issue.

There is a need to define the responsibilities of individual selectors and the specific mission of particular groups, such as the Collection Development Office and the Selection Committee. For example, while the charge to the Selection Committee seems to emphasize a defining and coordinating role regarding collection policy, several of those interviewed viewed it as focusing narrowly on the budget and on duplicate subscription requests.

RECOMMENDATION 3: A list of all selectors should be prepared that includes a brief description of the collection responsibilities, plus a description of collection-related groups and individuals, such as the Assistant University Librarian for Collection Development, the Selection Committee, and the Collection Development Office.

COMMUNICATION BETWEEN THE LIBRARY ADMINISTRATION AND LIBRARY SELECTORS

The term "Library Administration," as used in this report, refers to staff in the Librarian's Office and such administrative bodies as assist or advise on collection policy--for example, the Selection Committee. The primary contact for librarians in their role as selectors is with the AUL for Collection Development, and the main focus of their communication is the formulation of the book budget. Though some selectors voice a need for assistance in how to prepare the document requests for increased book funds, the budget cycle appears to operate smoothly. It is primarily in the area of policy that confusion exists. Where is policy formulated, by what process do committee recommendations achieve the status of official policy, and how is this policy communicated to the staff?

The lack of communication with the AUL for Collection Development on matters of selection or areas of selection responsibility was cited by many selectors as a shortcoming of the present structure. There was sentiment for a General Library written policy coordinated by the AUL for Collection Development, with the Selection Committee as an advisory body, and hope that the current RUSHMORE project will soon result in such a policy. Once collection responsibilities have been adequately articulated, there will be a need for ongoing review. One suggestion received was for mini-guidelines for certain areas of the collection that require further definition to resolve conflict, overlap, or oversight. Both the CAP and RUSHMORE projects point to the need for a significant increase in the degree of administrative coordination to implement the policies emerging from these studies.

RECOMMENDATION 4: The written policy currently being formulated should be subject to periodic review, and supplemented with guidelines for specific areas in which the collection policy is not adequate to accomplish collection objectives.

RECOMMENDATION 5: The library administration needs to strengthen its coordinating role in the collection development function; therefore, the AUL for Collection Development should be active as the coordinator of collection policy with the Selection Committee as an advisory body. The Committee might appoint ad hoc sub-committees to investigate areas where policy needs to be defined.

The Task Force notes that the CAP and RUSHMORE projects represent an increased emphasis on collection development at Berkeley. We feel strongly, however, that the current emphasis will have meaning only if recognition is given to the need for selectors to spend time on collection development activities. An equitable distribution of duties will allow time for a selector to become involved in at least some departmental activities (attendance at a departmental seminar, for example). These activities should be thought of as an inherent part of, not peripheral to, a selector's work. Concurrently, evaluations of a selector's work should contain reference to the contact maintained with the campus community.

RECOMMENDATION 6: Recognition should be given by the library administration to the amount of time necessary for effective communication between selectors and the campus community. The library administration should provide for and encourage this activity on the part of selectors.

COMMUNICATION BETWEEN SELECTORS AND ACADEMIC DEPARTMENT/PROGRAMS

Regular and personal contact between selectors and academic departments may well be the most important communication link the library has with the faculty. It is vital to the goals of collection development. In a larger sense, it is also important to the health of the library, for a campus community in regular contact with librarians will create a receptive environment for the presentation of the library's plans, policies, and budget requests.

Because the relationship of branch librarians to the departments/programs they serve is somewhat dissimilar to the relationships of Main Library selectors (CDO) to their clients, we described them separately in the following pages, though the recommendations which emerge are largely of general application. Branch librarians are often in physical proximity to the departments they serve, while CDO selectors are not. The former usually collect in relatively fewer subject fields, while the latter are often responsible for a wide variety of disciplines and must keep track of a large number of departments and programs.

Communication Between Branch Selectors and Academic Departments/Programs

Because branch library selectors are often in the same physical location as the department(s) they serve, they are well known to their clientele. Despite this, we found differing perceptions on the part of the librarians about what kinds of information they were receiving, and on the part of the departmental reparesentatives on what kinds of information they were disseminating. Sometimes departmental representative thought they were supplying libraries with information that in fact the latter were not receiving. At other times, branch librarians reported receiving information that departmental representative did not think

was available.

The departments seem willing--even happy--to include branch librarians in the existing departmental communication channels. Communication channels which are already in existence (and often used by some branch librarians) are faculty meetings, departmental newsletters, lists of faculty research interests, lists of research projects, and departmental seminars. Information on new or withdrawn courses is available as part of the administrative process of the department (i.e., the "Request for Approval or Withdrawal of a Course" form) and could be shared with the branch librarian.

Communication Between Main Library Selectors and Academic Departments/Programs

CDO selectors are in a seemingly disadvantageous position vis-à-vis branch librarians. CDO selectors were aware of the need to overcome their lack of visibility, and were working to establish contacts with faculty and to maintain channels of communication with departments and programs. Nevertheless, while academic departments and CDO selectors have established a wide range of communication mechanisms, on the whole these tend to be sporadic or inadequate.

Most of the communication flowing from departments to selectors involves requests for specific materials. Such request are often channeled through a single faculty member--either the department chairman or the faculty library representative--although in many cases faculty members contact their selectors directly. More irregularly, departments may inform selectors about new programs, faculty, or courses, or occasionally invite them to faculty meetings.

We found in some cases, however, that faculty are unaware of who their Main Library selectors are. Unfortunately, this seemed truer of larger departments than smaller ones. Often, faculty members rely on their departmental libraries, their own private collections, institute libraries, or Moffitt to satisfy their research and curricular needs.

CDO selectors currently communicate with departments, programs, and individual faculty members in a variety of ways. They inform faculty about new publications, and sometimes notify requestors about action taken or not taken. Some prepare acquisitions lists or lists of reference tools in a given discipline. Some selectors occasionally attend faculty meetings, offer orientation tours, send information to departmental newsletters, or prepare newsletters of their own.

Selectors inform themselves about their departments and programs, as well as about individual faculty research interests, in many ways: they take classes, attend departmental seminars, read selectively in their fields, and/or invite graduate students to confer with them about research needs. Not all selectors, of course, are involved in all of these activities. Some have no time, for example, to prepare acquisitions lists or to attend departmental seminars. Several selectors said that they sometimes find it difficult to get information about new faculty and changes in curriculum.

Conclusion

In the section on communicaiton among selectors, we noted the need to publicize the names of selectors and their areas of responsibility, so that

selectors could work out contacts with one another. Equally, all faculty members need to know how the library acquires books, how they can recommend titles and, in some cases, which librarians are responsible for selection in their area. The Task Force suggests that this information be put into a handbook or manual, such as "The Library Acquisitions Manual" of the University of Texas.

RECOMMENDATION 7: The Library Administration should consider the preparation of a simple "collections handbook" for faculty. The handbook should be distributed to each faculty member under a cover letter signed by the selector responsible for the faculty member's subject area.

One recurring observation of the Task Force was that the more visible the selector, the more satisfactory was the communication between the library and department as perceived by departments. There is a need to increase the visibility of selectors, to establish or to augment contacts with each academic department and program for which they collect, and to utilize all channels to keep faculty informed of the status of their recommendations of library acquisitions, collection, and policies generally.

RECOMMENDATION 8: Selectors should take the initiative in soliciting participation in the selection process, in attending departmental funcitons (seminars, general meetings, etc.) and, when appropriate, faculty meetings so that they can inform departments about the library, its collections, and the book budget. A close working relationship should particularly be sought with departmental library representatives and/or chairs.

RECOMMENDATION 9: Selectors should establish and maintain contacts with individual faculty members. In particular, new faculty should be contacted by selectors to ascertain their teaching and research interests as well as to brief them on library services. A copy of the handbook on acquisitions (see Recomendation 7) should whenever possible be supplemented by a personal visit.

When departmental representatives and library users who deal primarily with branches were questioned about collections in their subject areas, they immediately named acquisition lists and displays of new books as examples of effective ways by which the library communicated its holdings to borrowers. However, the preparation of such lists is time-consuming and requires typing assistance not always available. Though acquisition lists have been discussed on numerous occasions by Main Library selectors and are clearly desired, the difficulty of preparing them has thwarted most efforts.

RECOMMENDATION 10: Logistic support for the production of acquisitions lists is highly desirable. This activity should be encouraged but is not yet feasible for all locations, in particular the Main Library. The possibility of using the CATSUP data base to produce such lists by subject should be given high priority.

Because acquisition lists are an important part of collection development communication and seem widely read by faculty, they might be used for other brief communications regarding collection development, and, if appropriate, note other campus libraries that collect materials in the same area.

Information must flow both ways in the conduit for there to be effective interchanges between selectors and departments/programs concerning collection development. In one direction selectors are informing faculty about the library

and its collections, but in return, they need input about curricula, faculty research interests, new or discontinued programs, new faculty appointments, and current issues within departments that might have a future impact on the library's missions. Because of our strong conviction that the more visible the selector, the better the communication, we advise selectors to seek this kind of information at the departmental level, even if it is available and can be obtained from a central campus agency. Exposure of library staff to academic departments and active participation by librarians in the activities of the departments are probably the strongest factors in effective communication, and will result in many peripheral benefits for the library.

RECOMMENDATION 11: Selectors should explore with departments the kinds of information available and arrange to be regularly included in the department's mailings. They should arrange to receive departmental publications, newsletters, course reading lists, lists of research projects, etc. Selectors will often find it necessary to make special arrangements to be informed about curricular changes, new faculty appointments, and individual research interests. Copies of the "Request for Approval or Withdrawal of a Course," curricula vitae of new faculty, and minutes of departmental meetings should be requested.

COMMUNICATION BETWEEN THE LIBRARY ADMINSTRATION AND CAMPUS ADMINISTRATIVE UNITS

Lack of information about new faculty, new courses, and new research projects was a widespread concern of most selectors. Much of this information can and should be obtained through inquiries to individual departments. The very act of soliciting this information from a department would provide selectors with useful contacts and might uncover the existence of other departmental publications that could be useful.

The Task Force also explored the possibility that relevant information might be available from central administrative units (e.g., the Chancellor's Office, Academic Senate offices. etc.). The following sources currently collect information in our areas of interest:

New faculty: Lists are regularly prepared by the Office of Institutional Research (47 Campbell Hall). This list is now received by the Librarian's Office.

New/Modified Courses: Both the Office of Publications and the Academic Senate office supporting the Committee on Courses of Instruction handle "Request for Approval or Withdrawal of a Course" forms.

Research projects: The Campus Research Office coordinates all information on grants. This office produces a computer-generated "Quarterly List of Research Projects"--arranged by department, by individual recipient, and by awarding agency. This list includes the title of the grant project and usually has information about the subject of the proposed research.

Experimental Programs and instructional improvements projects: The Office of the Assoicate Vice Chancellor--Academic Development regularly consolidates information on all campus instructional improvement activities for input into a Systemwide data base. These activities range from Strawberry Creek College to teaching-assistant handbooks and to introductory meetings of new faculty. Many of these activities and projects have an impact on the library and could provide important channels of communication for a library effort aimed toward publicizing our collection development program.

While the Task Force clearly recognizes that it is the selectors' responsibility to canvass their respective academic departments/programs for the information they require on programs, courses, and faculty research interests, it is also important that the library administration take a more active role in encouraging faculties and other campus units to make such information available to the library. Furthermore, the library administration should take steps to keep abreast of campus programmatic developments and to provide information to selectors as it becomes available.

RECOMMENDATION 12: The AUL for Collection Development should coordinate a library-wide effort among selectors to establish communication channels with academic departments for acquiring information about new courses, faculty, research programs, and experimental programs. Where efforts to acquire this information fail, the AUL should assist selectors in their efforts by acquiring the information centrally.

Regarding more general communications to the campus community, the Task Force feels that the recently initiated General Library Faculty Newsletter is a useful step and should be continued.

COMMUNICATION BETWEEN THE LIBRARY AND THE INDIVIDUAL LIBRARY USER

While numerous types of communication have been outlined above, it will remain true that many members of the campus community (undergraduates, for example) will remain unreached regarding collection development activities. Their primary contact with the library will be as users, and thus it is important for selectors to provide them with a channel of communication with the library. Selectors do, of course, already receive unsolicited user input: referrals from reference desks or other public service points (e.g., GRS, CID, or GBS may send requestors to C.D.O. selectors), patron requests or suggestions at branch library reference desks, and written requests from patrons.

Students are not alone in being unaware of collection development activities. An evaluation of responses by departmental representatives reveals that faculty users also are often unaware of the library's acquisition procedures or of the role that faculty might play in selection decisions. Any efforts on the part of the library to make direct contact with individual faculty members are well received. Although personal contact with the selector appears to have the greatest impact on users, bulletin board displays, acquisition lists available in the library, and other library current-awareness approaches are noticed and seem to enhance the overall acceptance of the library's selection process.

Library selectors vary in their practice of providing feedback to the user on decisions made after a recommendation has been submitted. In at least one case, the failure of a selector to provide regular feedback received prominent mention by a faculty member as an impediment to good communication exchanges.

RECOMMENDATION 13: Suggestion boxes or other means for acquisitions recommendations should be located at public service points.

RECOMMENDATION 14: Feedback on decisions made by selectors--to purchase or not to purchase a recommended item--should be communicated to the user when his/her name and address are known.

RECOMMENDATION 15: Contacts with faculty, students, and other campus personnel should be used to advertise and promote active involvement of users in collection development. The collection development process and announcement of new acquisitions should be incorporated into bulletin board displays and library exhibits (on an occasional basis), library tours, faculty seminar program sessions, and class presentations given by librarians.

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COMMUNICATION SKILLS AS A PERFORMANCE REQUIREMENT

BROWN UNIVERSITY LIBRARY

PROFESSIONAL POSITION

POSITION TITLE: Professor of Bibliography and
Brown University Library Bibliographer

REPORTS TO: University Librarian

SUMMARY: Teach courses in bibliography, share the responsibility for evaluating gifts of rare books and related materials; serve as Executive Secretary of Friends of the Library and edit Books at Brown; publicize the special collections by means of scholarly publications; and by work with potential donors.

REQUIRED QUALIFICATIONS:

Education

A strong academic background in humanities, sciences or social sciences, plus a Master's degree in a subject area or its equivalent.
M.L.S. degree from accredited library school.
A working knowledge of Latin and at least two modern languages.

Experience

Five years experience as a teacher and bibliographer.
Five years experience in a research or rare book library.
Five years experience in book collecting, research and publication.

POSITION FUNCTIONS:

Teach courses in bibliography: formally, through course offerings in the Department of Bibliography, and informally, to members of the library staff.

Edit Books at Brown and serve as Executive Secretary of Friends of the Library.

Encourage gifts to the library and make recommendations on their disposition.

Arrange for visits of notable rare bookmen to Brown for speaking engagements and represent Brown University Library at rare book and bibliographical meetings.

Publicize special collections and new acquisitions by means of frequent communications to bibliographical journals.

Plan and supervise occasional exhibitions of rare books and related materials.

Function as research consultant to students, faculty and scholars who visit Brown to work with rare books and related materials in the University Library system.

Share responsibility for rare materials in the Brown University Libraries, direct on-going efforts to weed from open shelves books that should be non-circulating; make recommendations on books related to those housed in the John Carter Brown and Annmary Brown Libraries and coordinate such efforts with the Assistant University Librarian.

BROWN UNIVERSITY LIBRARY

PROFESSIONAL POSITION

POSITION TITLE: Special Collections Librarian

REPORTS TO: Assistant University Librarian for Special Collections

SUMMARY: Be responsible for the selection, organization, and preservation of designated special collections. Be responsible for making the collections available to patrons for use under appropriate conditions and for the provision of related publications.

REQUIRED QUALIFICATIONS:

Education

MLS from accredited library school.

Master's Degree in a designated area, its equivalent or pertinent specialized study.

Experience

POSITION FUNCTIONS:

Select, organize, maintain and preserve materials in designated special collections and the general reference collection for special collections.

Develop and recommend policies governing the evaluation, selection, organization, preservation and use of designated special collections.

Be responsible for the origin and provision of scholarly publications and exhibitions relating to the designated special collections.

Participate with other special collections librarians and University Archivist in policy decisions affecting Special Collections and serve as the library's representative on matters concerning designated special collections.

Develop and cultivate relationships which will result in potential donors becoming aware of the designated special collections and appropriate facilities for their use and preservation at Brown University.

Maintain good interpersonal relationships with all library users and interpret library rules.

Perform personnel duties involved with hiring, interviewing, training, supervising and evaluating staff. Encourage optimum staff performance and participation.

Keep current on developments in designated special collections area and related professional matters through attendance at professional meetings and reading the literature, recommending new policies and techniques to the Librarian of Special Collections.

MICHIGAN STATE UNIVERSITY

LIBRARIES

EAST LANSING · MICHIGAN · 48824

ANNOUNCEMENT OF LIBRARY VACANCY

TITLE: Head, Searching Section, Acquisitions Division
Librarian II

DESCRIPTION: Responsible, under Head of Acquisitions Division, for administration of the Searching Section of Acquisitions Division. The administration of the Searching Section involves personnel supervision; planning and reporting on the operation of the functions carried on in the Section, including the pre-order and pre-cataloging searching of order requests, gifts, blanket order items, etc., and the processing and issuing of orders for library materials. Other duties as assigned by the Head of Acquisitions.

QUALIFICATIONS: Graduate degree in library science; minimum of three years of successful professional library experience, preferring experience in cataloging or bibliography; experience in supervising personnel; ability to communicate orally and in writing; knowledge of automated library system; knowledge of the goals, practices, and techniques of modern academic library service; reading ability of at least one foreign language.

SALARY: To be negotiated, dependent upon experience and educational background. The beginning salary for Librarian II is currently $14,500, with a median of $15,500.

Interested individuals should send resumes, including names of three references, to:

Carolyn J. Mcmillen
Assistant Director for Technical Services
Michigan State University Libraries
East Lansing, MI 48824

Telephone: (517) 353-4531

Closing date for applications: September 8, 1978

Michigan State University is an equal opportunity/affirmative action employer.

MICHIGAN STATE UNIVERSITY

LIBRARIES — EAST LANSING · MICHIGAN · 48824

ANNOUNCEMENT OF LIBRARY VACANCY

TITLE: Circulation Librarian (Librarian II or III)

DESCRIPTION: Participates in establishing lending and related service policies and program; determines, directs and integrates the functions of the several sections within the unit; participates in selecting and supervises the training, work and development of unit library faculty; hires and supervises the training, work and development of all full and part-time A-P and C-T staff; plans for the effective arrangement of unit work areas and of materials in the Research Library; projects shelving needs; allocates, monitors and controls the expenditure of student help funds; monitors the binding of materials in the Research Library; interptets and enforces lending and related service regulations fairly and judiciously; promotes good relations with users; recommends changes in the automated circulation system and security system and keeps abreast of new developments in these areas. Writes annual report on activities and needs and prepares special statistical and evaluative reports as necessary.

QUALIFICATIONS: ALA accredited MLS; minimum of five years experience desirable; familiarity with automated circulation systems and related library technology; evidence of managerial ability; supervisory experience; ability to communicate, both written and orally, with all levels of users and personnel; strong service orientation; knowledge of the goals, practices and techniques of current academic library service.

SALARY & RANK: To be negotiated, dependent upon academic background and experience. The beginning salary for Librarian II is currently $14,500, with a median of $15,500. Minimum salary of $16,000 if appointed as Librarian III.

Interested individuals should send resumes, including names of three references, to:

Thomas E. Albright
Assistant Director, General Readers' Services
Michigan State University Libraries
East Lansing, MI 48824

Telephone: (517) 355-2343

Closing date for applications: September 15, 1978

Michigan State University is an equal opportunity/affirmative action employer.

MICHIGAN STATE UNIVERSITY

LIBRARIES

ANNOUNCEMENT OF LIBRARY VACANCY

TITLE: Reference Librarian I

DESCRIPTION: The Reference Librarian in this position participates in a wide range of reference services in the humanities and social sciences. The successful candidate will be expected to participate in bibliographic instruction, including tours and classes, and in providing data base searching services. The individual would also serve as resource person for ethnic and woman's studies, or other appropriate subjects compatible with academic background and interests, including development of vertical files in these areas, as well as selected related subjects.

QUALIFICATIONS: A master's degree in library science; a strong generalist academic background is required, but emphasis on the social sciences is desirable; ability to communicate and work well with faculty, students at all academic levels, and professional colleagues; willingness to work nights and weekends.

SALARY: The beginning salary for Librarian I position is $11,600. This may be negotiated dependent upon experience.

Interested individuals should send resumes, including names of three references, to:

Thomas E. Albright
Assistant Director for General
Readers Services
Michigan State University Libraries
East Lansing, MI 48824

Telephone: (517) 355-2343

Closing date for application: 9/22/78

Michigan State University is an equal opportunity/affirmative action employer.

MICHIGAN STATE UNIVERSITY

LIBRARIES

EAST LANSING · MICHIGAN · 48824

ANNOUNCEMENT OF LIBRARY VACANCY

TITLE: Undergraduate Librarian I

DESCRIPTION: Responsible, under the Head of the Undergraduate Library, for maintaining the card catalog and the career collection, for supervising the operation of the Conrad Library and for participating in the collection development, information/reference, instructional and other programs of the Undergraduate Library.

QUALIFICATIONS: Graduate degree in library science; ability to communicate and work well with library users and staff; an interest and desire to work with undergraduate students; willingness to work nights and weekends.

SALARY: The beginning salary for the Librarian I position level is $11,600. This may be negotiated depending upon experience.

Interested individuals should send resumes, including names of three references to:

Thomas E. Albright
Assistant Director, General Readers' Services
Michigan State University Libraries
East Lansing, MI 48824

Telephone: (517) 355-2343

Closing date for application: February 1, 1979

Michigan State University is an equal opportunity/affirmative action employer.

MICHIGAN STATE UNIVERSITY

DIRECTOR OF LIBRARIES

EAST LANSING · MICHIGAN · 48824

ANNOUNCEMENT OF LIBRARY VACANCY

New Position

TITLE: Assistant Business Librarian, Librarian I

DESCRIPTION: The Assistant Business Librarian will report to and work with the Business Librarian in providing specialized public and bibliographic services. Public services include such things as reference and orientation programs (lectures, tours, guides), and assumes potential use of machine readable data bases. Bibliographic services will involve, among others, book selection and de-selection and maintenance of catalogs and files. As the Assistant Business Librarian, the incumbent will be expected to train and supervise employees and to assume other duties as assigned by the Business Librarian or the Associate Director.

QUALIFICATIONS: Graduate degree in library science; academic course work in business or business-related topics (degree in business administration is desirable); ability to work with patrons on a one-to-one basis as well as group setting; ability to train and supervise personnel; knowledge of the goals, practises, and techniques of academic library service.

Basic salary for this position is $11,250, with usual fringe benefits of the faculty at Michigan State University. Salary may be negotiated in cases of unusual training, experience, and/or expertise.

Interested individuals should send vita, including names of three references, to:

Henry C. Koch
Associate Director of Libraries
Michigan State University
East Lansing, MI 48824

Telephone: (517) 355-2340

Closing date for applications: December 1, 1977.

Michigan State University is an equal opportunity employer with an affirmative action plan.

UNIVERSITY OF PENNSYLVANIA LIBRARIES

15 September 1978

POSITION:	Deputy Medical Librarian (Library Department Head III)
STARTING DATE:	Immediately
DESCRIPTION:	Participates in policy formulation and is responsible for day to day management of Medical Library. Administers policies and programs and interprets same to readers and staff. Coordinates activities of library units, develops procedures and measurements of productivity, and charts work-flow. Responsible for personnel activities, including hiring, training, and evaluation, for staff of 8 professionals, 14 non professionals, plus part-time staff. Works with faculty and students in developing library programs supporting curriculum. Coordinates collection development with other U of P Libraries and other medical libraries in Philadelphia area. Some reference work.
QUALIFICATIONS:	Master's degree in library science from ALA accredited school. Second master's degree and/or subject competence in biomedicine. Service orientation; communication skills; ability to relate well with others. Demonstrated ability in increasingly responsible positions in research or medical library. Familiarity with on-line searching techniques.
SALARY:	$15,000 - $20,000 depending on experience.
APPLY TO:	Dr. Joan I. Gotwals, Associate Director of Libraries, Van Pelt Library, University of Pennsylvania, Philadelphia, Pa. 19104
DEADLINE FOR APPLICATIONS:	October 31, 1978

UNIVERSITY OF CALIFORNIA-
BERKELEY

PLEASE POST OR CIRCULATE

(For Current General Library
staff members only.)

University of California
General Library/Berkeley
24 April 1978

ACADEMIC or STAFF ROTATIONAL OPPORTUNITY

ASSISTANT to the ASSOCIATE UNIVERSITY LIBRARIAN
for Technical Services

This half-time position is being made available within the General Library to interested current staff members. The candidate selected to fill this assignment would be transferred part-time from his or her present assignment and attached to the Librarian's Office during the tenure of the appointment. Compensation to the department for the reduction in time due to the loss of partial service of the candidate selected will be negotiated at the time of selection. This position will be available on or about 15 May 1978 and will continue for one year.

The incumbent in this position will assist the Associate University Librarian for Technical Services in the preparation of reports, special analyses and correspondence which will expedite policy development as well as day to day operations of the technical services areas. The assignment will provide the candidate selected with an opportunity to become acquainted with a broad range of technical services problems as well as those of the Administrative Office in general.

Qualifications include a degree in librarianship or extensive experience in academic library operations involving considerable responsibility, preferably with some experience in technical service assignments. Candidates should be interested in organization and administration, and should be able to assimilate information rapidly and prepare clear, concise recommendations and draft responses. Must be able to communicate well verbally and in writing.

Interested individuals are invited to contact

Mr. Wenz, 447 Library, Extension 2-3778

or

Mr. Rosenthal, 245 Library, Extension 2-3773

POST OR CIRCULATE -

University of California
General Library/Berkeley
13 November 1978

GENERAL LIBRARY VACANCY LIST #244

The following positions will be available in the General Library at Berkeley. Current library staff who are interested in these opportunities for transfer or promotion are invited to inquire at the Library Personnel Office, Room 447 Library or telephone extension 2-3778. Applicants for professional positions should apply at the Library Personnel Office. Applicants for staff positions who are not currently employed by the General Library should apply at the Campus Personnel Office, 2539 Channing Way.

STAFF PERSONNEL POSITIONS

✓ Administrative Assistant II, Circulation Department, Head of Records Division
$949.00 to $1,137.00 per month. CLOSING DATE: 1 December 1978.

The Circulation Department is the largest of the public service units in the Library, comprised of four units: the Main Stack, Humanities Graduate Service, Art History/Classics Graduate Service, and ICLF(N) (the intercampus storage facility). There are approximately 2,000,000 volumes under the department's control, with approximately 350,000 volumes circulated annually. There are four separate divisions of staff responsibility in the Main Stack area, one of which is the Records Division.

DUTIES: The Head of the Records Division is responsible for the hiring, training and supervision of a full-time Key Entry Operator and approximately 7 FTE student keypunchers and machine operators in all aspects of tab equipment operations (IBM 029 keypunchers, IBM 188 collator, IBM 84 sorter). Processing of all circulation records (charge and discharge records), and machine generated inventory control are major supervisory aspects of the position.

QUALIFICATIONS: Candidates must have a thorough working knowledge of the machines noted above (including wiring panels for collator), as well as the ability to handle operational machine maintenance and repair of these machines. A thorough understanding of both the Library of Congress and Rowell call number scheme, particularly as they are translated into machine coding, is highly desirable. Candidates must have demonstrated success in supervising and training of staff and be able to utilize this talent in the overall operations of the Records Division, including the IBM tab machine functions. Because of the training aspects of this position, candidates * must be articulate both verbally and in writing. The ability to prepare reports and compile statistics that will accurately and concisely reflect the activities of the division is essential. Basic working hours are 8-5, Monday through Friday, however some evening and weekend hours will be required.

SECTION SUPERVISOR IN TSD, POLICY STATEMENT

I. General Responsibilities:

Section supervisor is responsible for providing leadership toward the achievement of the optimum performance and high morale of the staff, by maintaining efficient operation and effective supervision.

II. Administrative Responsibilities:

Each supervisor is directly responsible to the Head of the department for exercising the authority delegated by written procedures and oral instructions.

Specifically, the section supervisor:

A. Interviews candidates for vacant positions in the section;

B. Makes effective recommendations for hiring and disciplinary actions, including the termination of employment

C. Whenever possible participates in hearing employee's complaints. Participates in evaluation of employee's performance.

III. Work Supervision:

Each supervisor is directly responsible for the qualitative and quantitative performance of all employees in the section. This involves, training, scheduling, planning, distributing and reviewing work either directly or with the assistance of the unit leader who is assigned to guide work performance in this unit of operation.

IV. Implementation of procedures, rules and regulations:

The section supervisor is responsible for:

A. Communicating, interpreting and implementing all rules and procedures pertinent to the operation of the section

B. Reviewing existing procedures and recommending improvements in the processing of materials;

C. Maintaining records, files, inventories of supplies and statistical reports.

V. Some of the tasks performed by the supervisor may be the same or similar to the tasks performed by the supervisor's employees, but usually those tasks would constitute a minor portion of the total assignment.

TEMPLE UNIVERSITY PERFORMANCE EVALUATION
Clerical/Secretarial Employees

NAME _____ POSITION _____ GRADE ____ DATE _____

DEPARTMENT _____ Type of Evaluation Probation _____ Semi-Annual _____ Special _____ Termination _____

DEPARTMENT ACCOUNT NUMBER _____

PERFORMANCE CRITERIA

Proficiency	Points
Job Knowledge: understands procedures, techniques and scope of work.	
Quality of Work: Performs work accurately, thoroughly and professionally.	
Quantity of Work: Is productive and efficient.	
Dependability	
Is regular in attendance.	
Is punctual.	
Completes work on time.	
Accepts responsibility.	
Interpersonal Relationships	
Teamwork: Cooperates with co-workers in meeting department objectives and university goals.	
Public Relations: Is courteous and helpful in dealing with the public.	
Written and Verbal Expression: Communicates effectively with others.	
TOTAL	

RATING SYSTEM

Points	Description
1*	Unacceptable: Performance does not meet minimal standards for the position.
2	Marginal: Performance meets partial requirements for the position; substantial improvement needed.
3	Competent: Performance meets requirements for the position.
4*	Outstanding: Performance consistently exceeds requirements of position.

*If this rating is used, attach documentation.

GOALS & OBJECTIVES FOR NEXT REVIEW PERIOD:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Employee Comments: _____

_____

_____

_____ _____

Signature of Evaluator — Signature of Employee (Does not imply agreement with rating.)

_____ I would like to discuss this performance evaluation with Reviewer. NO YES

Title

Reviewer's Comments: _____

_____

_____

_____ _____

Signature of Reviewer/Date — Signature of Employee

_____

Title

079

INDIANA UNIVERSITY

INDIANA UNIVERSITY LIBRARIES
Bloomington, Indiana 47401

POSITION: Personnel Librarian (Assistant Librarian, Associate Librarian or Librarian rank)

AVAILABLE: February 1, 1979

ENVIRONMENT: The Indiana University Library System has three major components, headed by the Dean of University Libraries: the several libraries on the Bloomington campus, Indiana University-Purdue University at Indianapolis (IUPUI), and the Regional Campuses at six locations over the state with centralized reference and technical services in Bloomington.

JOB DESCRIPTION: The Personnel Librarian holds a staff position as a communications link between the library administration and the library faculty staff, having responsibilities for the University-wide system. She/he reports directly to the Dean of University Libraries but also works through and with the heads of the IUPUI and Regional Campus Libraries and the Bloomington Assistant Directors. Primary concern will be with the continuation of established personnel management practices and staff training/development programs as well as with the development of new programs, policies and procedures. Included among these are: various orientation, training, development, and continuing education programs for library faculty, support staff, and student assistants; coordination and continuous evaluation of personnel policies and practices throughout the system; encouragement and promotion of library faculty and support staff growth in librarianship; ongoing maintenance of all required personnel records in support of salary, promotion and tenure decisions. The personnel officer serves as an information channel/interface/coordinator for the library system and staff concerning staff needs and accomplishments and relevant activities in the library world. In conjunction with the Dean, she/he works for further understanding of the library's and librarian's roles by promoting closer involvement in academic and university affairs--at all levels but at the committee level in particular; and coordinates activities with the Division of University Personnel. Additional staff of the Library Personnel Office includes the Administrative Assistant to the Personnel Librarian, two payroll clerks, and secretarial assistance.

QUALIFICATIONS: MLS from an accredited library school; minimum of five years of experience desirable, with high preference for some administrative experience. (An equivalent combination of personnel experience, a personnel degree, and relevant library experience will be considered.) Ability to relate to and work with all kinds of people and viewpoints; patience and tolerance, with an ability to listen well and deal fairly and objectively with a variety of situations; emotional and physical stamina; sensitivity and responsiveness to staff needs; ability to promote harmonious working relationships among the various levels of staff through a diverse and complex library system; ability

to gain and hold the confidence of both the library administration and staff; demonstrated involvement in professional activities; initiative and ability to study/assess conditions and promote innovation.

SALARY: Dependent upon qualifications and experience. (The 1978 salary floor for the Assistant rank is $12,000, for the Associate rank is $15,000 and for the Librarian rank is $19,000.)

FRINGE BENEFITS: Vacation of 22 working days; liberal sick leave, Blue Cross/Blue Shield, major medical; group life insurance; TIAA/CREF annuity plan.

APPLY: Ann Bristow Baltran
Personnel Librarian
Indiana University Libraries
Bloomington, IN 47405

Telephone: (812) 337-3403

CLOSING DATE FOR APPLICATIONS: No earlier than January 5, 1979

INDIANA UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

November 24, 1978

INDIANA UNIVERSITY LIBRARIES
Bloomington, Indiana 47401

LIBRARY FACULTY POSITION DESCRIPTION FORM

Name:

Position title: Personnel Librarian

If other then full time, please indicate:

Campus: Bloomington

Library / Branch / Department:

Immediate Supervisor: W. Carl Jackson

Department Head:

Note: This position description is in part intended to give the Personnel Librarian an informed and practical over-view of the duties of your position and the special qualifications necessary for their successful completion. It is also intended to provide both the librarian and his/her supervisor with a common ground on which to proceed to a realistic and objective annual performance evaluation, and should be updated as required with this in mind.

A work-sheet copy of this description form should be provided each librarian. The librarian should have at least three days in which to complete, and possibly revise, this form. At the end of this time, librarian and supervisor should confer to discuss revisions of this draft mutually to be agreed upon, meeting more than once if required.

Sample descriptions are appended to assist in using this form. These samples are meant only to be guides, with no implications that these are the duties assigned to such positions.

Faculty Standards and Development Committee

I. Primary responsibilities.

Please list here, in tabular form, those duties which you regularly or occasionally perform on which the majority of your time is spent. The duties should be directly connected with the title of your position and the function of your department. If these duties include any significant one-time projects, please specify.

This is a staff position serving as a communications link between the library administration and the library faculty and staff, having responsibilities for the University-wide system. She/he reports directly to the Dean of University Libraries but also works through and with the heads of the IUPUI and Regional Campus Libraries and the Bloomington Assistant Directors.

A. Coordination and continuing evaluation of library personnel practices, policies and programs through out the library system.

B. Organization and maintenance of all required personnel records in support of salary, promotion and tenure decisions.

C. Coordination of hiring procedures for all library faculty positions.

D. Coordination of personnel procedures for library support staff with University Personnel Division.

E. Serve as library affirmative action officer including liaison with Bloomington Affirmative Action Office and University Affirmative Action Office.

F. Develop and coordinate staff development and continuing education activities for library faculty, support staff and student assistants including various orientation, training, evaluation and development programs.

G. Serve as a communications link between the library administration and the library faculty and support staff.

H. Supervise staff composed of

1) Assistant to the Personnel Librarian: this position a) administers support staff personnel matters for the Bloomington libraries bringing problems and interpretations of policy to the attention of the Personnel Librarian b) is responsible for payroll operation for all Bloomington library employees; full time payroll clerks report to this Assistant.

2) Secretary to the Personnel Librarian.

3) Administrative Offices staff: serve as general office manager including coordination of workflow and of vacation and holiday schedules.

II. Secondary responsibilities.
Please list here, in tabular form, those duties which you regularly or occasionally perform but which do not require the majority of your time. These duties should include regularly scheduled departmental or administrative meetings, but should not include committee appointments unless service is ex-officio.

1. Serve as communications link and coordinator for meetings and activities of library faculty and support staff councils and committees.

2. Serve ex-officio on the following councils and committees:

All University Library Faculty Council
All University Library Promotion and Tenure Committee
Bloomington Library Faculty Council
Bloomington Library Faculty Council-Faculty Affairs Committee

Bloomington Library Faculty Council-Faculty Standards Committee
All University Sabbatical Leave Committee
Support Staff Council
Social and Protocol Committee
Affirmative Action Advisory Council (advisory to Bloomington Campus Affirmative Action Office)
Staff Affirmative Action Committee (a Bloomington campus committee)

3. Respond to surveys, questionnaires and letters of inquiry about library faculty and support staff personnel procedures, practices and policies.

III. Qualifications.

Please list here any special qualifications for the completion of your primary responsibilities. If previous library experience is essential, please indicate its length and nature. Other qualifications might include language skills, advanced degrees in non-library areas, non-library experience, etc. If such qualifications would be merely helpful rather than essential, please so indicate.

MLS from an accredited library school; minimum of five years of experience, some of which has been in an administrative capacity. (An equivalent combination of personnel experience, a personnel degree, and relevant library experience may be substituted). Ability to relate to and work with all kinds of people and viewpoints; patience and tolerance, with an ability to listen well and deal fairly and objectively with a variety of situations; emotional and physical stamina; sensitivity and responsiveness to staff needs; ability to promote harmonious working relationships among the various levels to staff through a diverse and complex library system; ability to gain and hold the confidence of both the library administration and staff; demonstrated involvement in professional activities; initiative and ability to study/assess conditions and promote innovation.

Position Description for Administrative Services Librarian

Position title: Administrative Services Librarian and Assistant Professor (or Instructor, depending upon qualifications) in Library Affairs.

Percentage of time: 100%

General description: Staff position with Library Affairs Administration. Reports to Dean of Library Affairs. Responsible for administrative support services; research, reference, and instruction programs and projects; liaison relationship with internal and external committees or agencies (as assigned); and coordination of library-related personnel and staff development activities.

Duties:

(1) Administrative support.
Assists the Dean in daily administrative and operational functions.
Meets with library users and other people seeking information and wishing to discuss library related matters.
Drafts and writes routine or special reports, and responds to correspondence and other inquiries as assigned.
Serves as contact person and works with Special Collections and other library divisions in handling gift collections.

(2) Research, reference, and instruction.
Conducts research related to library activities and problems to provide information necessary to improve operations and services.
Maintains close relations with Research Development and Administration, and keeps informed about available sources for grants and external support funding.
Serves as resource person and assists as needed in preparing research and grant proposals for Library Affairs departments/divisions and staff members.
Gathers appropriate data needed for library-related studies, and responds to statistical and other data collection reports or questionnaires.
Participates in Library Affairs teaching activities related to instructional courses, special programs, workshops, and consultations with students and faculty.
Participates both directly and by working with other staff members in Library Affairs general instruction, reference, bibliographical, and related teaching activities.
Serves as resource person and assists as needed in orientation activities for new faculty, civil service, and student workers.

(3) Liaison relationships.
Serves in a liaison capacity with internal and external departments and agencies for purposes of communication and coordination.
Represents the Dean as requested on appropriate standing or ad hoc committees, primarily related to staff development, library information and orientation, library exhibits, and special projects.

Serves as a member of the Library Affairs Administrative Council and performs services as assigned to support the activities of this unit.
Serves ex officio and without vote as a member of the Library Affairs Advisory Committee and performs services as assigned to support the activities of this unit.
Attends conferences, workshops, institutes and other meetings where representation from Library Affairs is requested or appropriate.

(4) Personnel and staff development.
Maintains close relations with University Personnel Services and office of Student Work & Financial Assistance, and is actively involved in library-related civil service and student personnel staffing matters.
Serves as advisor and coordinates procedures as needed for hiring library-related civil service employees and student workers.
Keeps informed about staff development opportunities, works closely with both faculty and civil service staff development committees, and plans or coordinates programs related to staff development and performance improvement.
Serves as resource person and assists as needed in writing position descriptions for faculty and civil service staff.
Serves as resource person and works with supervisors as needed in writing annual faculty and civil service evaluations.
Transmits information, coordinates activities, and assists in preparing reports as needed for the Affirmative Action Program.
Serves as ombuds person for staff members with Library Affairs.

(5) General.
Continues professional development in library or subject fields by personal reading and study; attending classes, conferences, workshops, etc.; and participating in activities and meetings of appropriate professional organizations.
Other duties as assigned.

Minimum Qualifications:

1. MLS degree from graduate program accredited by the American Library Association.
2. Three years experience related to academic library service.

Highly Desirable Qualifications:

1. Experience in administrative, supervisory or personnel work.
2. Additional graduate degree in field related to library services.
3. Demonstrated ability to coordinate statistics gathering and report writing.
4. Demonstrated ability to work in staff and public relationships where support, coordinating, and morale developing activities are important.
5. Experience in writing grant proposals, research, and publications related to library affirs.

Salary: Commensurate with qualifications - at Instructor rank, $12,000 up; at Assistant Professor rank, $14,400 up.

Date available: April 18, 1977.

UNIVERSITY OF WISCONSIN-MADISON

UNIVERSITY LIBRARIES Memorial Library
728 State Street
Madison, Wisconsin 53706

PROFESSIONAL VACANCY
STAFF DEVELOPMENT AND AFFIRMATIVE ACTION OFFICER

The University of Wisconsin--Madison is seeking applications for the position of Staff Development and Affirmative Action Officer. This is a twelve months' academic appointment. Twenty-two working days of vacation a year. Fringe benefits include sick leave, group health and life insurance, state retirement; details available to applicants.

Salary: $11,660 or higher depending on experience.

Qualifications: Graduation from an ALA accredited library school. Preference will be given to applicants with experience in relevant areas.

Responsibilities: The Staff Development and Affirmative Action Officer, as a staff assistant to the Director of Libraries and the Associate Director, will implement and coordinate library objectives and priorities in three major areas.

In the area of Personnel, the Officer will work under the supervision of the Associate Director to inform and assist staff members concerning fringe benefits, review positions with staff and supervisors making certain that they are accurately described and updated and counsel staff in the area of performance reviews.

In the area of Staff Development, the Officer will work under the supervision of the Director to provide for the mapping of career ladders, for in-service training, and for other ways to encourage the development of staff members.

In the area of Affirmative Action, the Officer will work closely with and under the general supervision of both the Director and the Associate Director to participate in the formulation and periodic review of the General Library's Affirmative Action Plan. The Officer will assist in the Plan's implementation and effectiveness. The Officer also will serve as an ex-officio member of the Library's Affirmative Action Committee.

Finally, the Staff Development and Affirmative Action Officer will function as an ombudsman for the General Library System where this function is not carried out by other procedures and will assume such special duties which may be assigned by the Director of Libraries.

Applications: Should be sent to Mr. Gerhard B. Naeseth, Associate Director, University of Wisconsin Library, 728 State Street, Madison, Wi. 53706. Kindly include a summary of education, job experience, and the names of three references to whom we may write for an evaluation. Applications should be received by November 29, 1976.

EQUAL OPPORTUNITY--AFFIRMATIVE ACTION EMPLOYER

GRADE: 3

DARTMOUTH COLLEGE

DEPARTMENT: Library DATE: January 1979

TITLE: Administrative Officer/Assistant for Personnel and Budget (Reports to Librarian of Dartmouth College)

QUALIFICATIONS: BS in Business Administration preferred; 3-5 years relevant experience such as personnel, accounting, computer operations, etc.

GENERAL: Administrative ability; mature judgment, poise, and stability, communication skill

DUTIES:

I. Personnel

A. Processing of Personnel

1. a. Act as liaison between staff and administration within the Library and with the Personnel Department of the College.

b. Interview, screen and recommend prospective applicants for staff positions and student positions within the library system (Baker and six branches); assist in recruitment advertising for professional vacancies and processing application

c. Process confidential personnel paperwork for library staff and students.

d. Coordinate probationary and annual performance evaluations.

e. Interpret College policies to staff.

f. Responsible for maintaining Personnel files.

2. Responsible for communication relative to personnel and Business Office matters with advice of Director and Associate Directors

a. Personnel matters including reference inquiries on former employees, questionnaires, inquiries regarding vacancies and student-related correspondence.

b. Informs Library employees regarding changes in, or interpretation of, Library or College policy and procedure

B. Supervision

1. Supervise personnel in the Director's office

2. Processes invoices for services such as literature search bases and local purchase orders.

C. Training and Communication

1. Plan and implement Orientation and Training programs for employees held 2-3 times a year

a. Responsible for planning, organizing, and implementing other orientation and training programs for employees.

2. Co-editor of the monthly Library Staff Information Bulletin

3. Maintain active and frequent communication with all departments and branches of the Library in order to remain alert to the institution's and employees' needs.

4. Conduct and attend meetings regarding Library personnel and other related areas.

II. Budget

Responsible for processing the Library budget which requires projections for coming year, making all calculations, maintaining salary records and statistics, etc., under the direction of the Library administration.

III. Other

1. Respond to queries relevant to the office's responsibilities.

2. Responsible for adapting current procedures to computer through available programs (Find, Old Baker, BhRS), and for adapting additional repetitive procedures to a computerized system (i.e., student records and the calculation of personnel annual increments).

3. Other administrative duties as appropriate for the Library Administration.

STATE UNIVERSITY SYSTEM OF FLORIDA
ADMINISTRATIVE & PROFESSIONAL
POSITION DESCRIPTION STATEMENT

FLORIDA STATE UNIVERSITY

1. POSITION IDENTIFICATION DATA

Name: Last	First	M.I.	Leg. Pos. #	Department	Budget or Dept.
		W.	08335320	Library	047501000

Division
Ed. Services

Present Position Title	Class Code	Proposed Position Title	Class Code
Univ. Librarian	9380		

2. STATEMENT OF FUNCTION

Designs, prepares, and supervises library orientation and instructional programs for undergraduate and graduate students. Teaches a one-hour course, LIS 105: Library Use in Undergraduate Study, by means of slides, tapes, syllabi, and work sheets. Cooperates with faculty in planning and conducting bibliographical tours and lectures for classes needing specialized instruction in the use of library materials. Spends between one-fourth and one-third of time giving reference and catalog assistance in the reference division. Works with department heads of the library preparing and implementing in-service training programs (media, work-shops and lectures) for both new and experienced staff. Cooperates in regional library in-service training programs. Attends professional meetings. Keeps the library administration informed of activities and needs through means of written reports and personal contact.

3. POLICY-MAKING AND/OR INTERPRETATION

_____% As a member of the library staff may serve on various committees which would assist in the formulation of policies concerning over-all library programs and services, personnel welfare and problems, and the future of the library. Interprets library policy to faculty and students.

4. PROGRAM DIRECTION AND DEVELOPMENT

_____% Develops, directs and revises programs indicated in statement of function - involving contact with faculty, students, library staff, and university personnel associated with instructional development and learning resources.

5. SUPERVISION

a. Supervision received--include title of supervisor, type of supervision and scope of supervision received.

_____% No direct supervision

In relation to developing and directing programs described, the Assistant Director for Public Services is available for consultation and advice as needed. In relation to reference services, receives scheduling and direction from Head of the Reference Division.

b. Supervision exercised--state departments or units under your direct supervision and titles of positions and number of positions directly supervised.

_____% No support staff

6. LEVEL OF PUBLIC CONTACT

Statement of internal and external business contact--frequency and scope

_____% Daily and hourly contact with students, through instructional programs, tutoring, conferences, tours, library reference assistance.

Frequent contact with faculty through scheduling and assisting with library instruction for individual classes.

Daily contact with library staff, through proposing and developing in-service training and professional development programs.

Continuing contact with university personnel involved with production of multi-media programs.

7. MONETARY RESPONSIBILITY

Statement of responsibility for funds--amount and consequence of error

_____%

8. CONFIDENTIAL DATA

Statement of responsibility for confidential data, the disclosure of which would be prejudicial to the successful operation of the State University System.

____% A sense of loyalty to the library and the univeristy and discretion in all matters relating to the university is expected at all times.

9. OTHER CHARACTERISTICS OF POSITION

Statement of unique or other important characteristics of position not covered above (minimum qualifications, etc.)

Education:

Master's degree from an American Library Association accredited school of library science.

Training and experience:

At least 6 years of experience and general knowledge of all phases of library service; teaching experience an asset.

A degree of expertise in designing and developing instructional programs

A degree of expertise in developing AV programs

General awareness of educational programs in university

Continuing evaluation and revision of curriculum with aim of involving students in life-l learning.

Signature of Incumbent Ellie W Moore Date March 31 1975

Signature of Reviewing Officer [illegible] Date 3/21/75-

Personnel Director _____ Date _____

PROFESSIONAL SERVICE

POSITION ANALYSIS

STATE UNIVERSITY OF NEW YORK
STONY BROOK

e Position Analysis should be completed by the employee or the supervisor. If prepared by the supervisor, it should iscussed with the employee prior to evaluation. The analysis is intended to focus on the principal characteristics the position rather than the qualifications or performance of the incumbent. Your specific response to the questions l help others better understand the character and organizational "fit" of the job, the scope of the Professional ertise necessary, and the requirements of the position for problem-solving, and responsibility for end results, the e and impact of the job within the University can be assessed.

ssification Title: Director of Libraries PR-5

Campus Title: Director of Libraries
Dean of Library Services

Line No. 20276

Title (if appropriate)

Dept.: Library - Director's Office

Account No. 86401

Campus: Stony Brook

Organizational Unit: Library

New Position, Yes__ No__
Redescribed, Yes X No__

Incumbent (if filled)

Immediate Supervisor:

Please briefly describe the Professional function of this position within the organization.

The Director of Libraries is responsible for all operations within the central university research library and its five branch libraries as well as the relations of these libraries with the campus community, the general public, and with other libraries on the regional, state and national level.

What are the principal duties of the position? Please be specific. List the most important duties and begin each duty statement with an action verb.

Estimated Percentage of Time	Specific Duties
	1. Establishes and assumes responsibility for the implementation of policy governing all aspects of library operation especially that pertaining to the delivery of service to the public, the acquisition and processing of library materials and the administration of personnel.
	2. Develop goals and objectives for the library as well as long range and short range plans to effect these goals.
	3. Maintain close contact with the University administration, faculty, students and staff to insure that the libraries support, to the maximum degree possible, the over-all goals and objectives of the University.
	4. Participates actively in the development and defense of budget requests for the University Libraries.
	5. Assumes responsibility for the administration of the library budget as well as grant funds and other monies available to the libraries.
	6. Serves as chairman of the library faculty and participates in the library and university governance process.
	7. Represents the library in dealings with central university administration and with various agencies and associations external to the campus.
	8. Participates at the level of a dean in the campus administrative process.
	9. Engages in such other activities as may be necessary to insure the efficient operation of the library system.

☐ Check if continued on attached page.

OWLEDGE REQUIRED

What is the minimum level of knowledge typically required for a person to enter this position? Such knowledge is customarily acquired by formal education, but may be acquired by alternative means.

A minimum of a masters degree in library science from an ALA accredited school with additional graduate study and/or degrees highly desirable. An in depth knowledge of all aspects of a large research library operation and the ability to evaluate such an operation as needed. A thorough knowledge of the operation of a major university center and especially of how a research oriented faculty and student body

(Continued on attached sheet)

Is a special certificate or license required for this position? ____ Please specify____

If equivalent education is substituted for formal education, please indicate how it could be obtained.

PERIENCE

How much - and what type of related experience is required for a professional to possess to perform satisfactorily in this position? Please be specific.

Extensive high level administrative experience (no less than 5 years) in a large research library is required. A large research library is defined as an ARL member library or other library of equivalent size and complexity. Experience in smaller operation is normally not applicable.

ATTACHMENT

KNOWLEDGE REQUIRED.....Continued

interacts with a library, is essential. The ability to think and act innovatively and creatively is very important. An ability to communicate effectively in both oral and written forms is most important.

Consider the requirements of the position for solving problems and using judgment in making decisions. Do solutions to problems tend to be "routine," patterned, and recurring, or precedent ... inherent in the problem-solving, decision-making process is the requirement to use professional, creative, ... analytical skills in gathering, analyzing, and applying professional judgment to identify pertinent facts, determining priorities, assess impact, counseling and making judgments.

GIVE SPECIFIC EXAMPLES of the most demanding or complex problems which the incumbent is required to ...

The resolution of a wide variety of problems arising from the administration of a large faculty and staff; the deployment and redeployment of staff to meet emergencies and special requirements and the mediation and guidance of matters (such as tenure, promotion, programmatic recommendations, etc.) arising from the faculty governance.

The gathering and interpretation of ~~complete~~ data involving financial transactions, service transactions and the development of research collections in order to develop efficient procedures that are responsive to user needs. Problems resulting from implementation and operation of new systems such as OCLC, automated data bases and automated circulation systems.

The problem of coordinating a wide range of very different functions and assigning proper emphasis to each. Examples: Basic reference, cataloging, science libraries, acquisitions, rare materials.

Problems related to the management of a very large and complex building complicated by a large number of largely uncorrectable serious design defects.

The problem of maximizing the effective use of basically inadequate financial resources.

☐ Check if continued on attached page.

HUMAN RELATIONS SKILLS

Please describe any unusual human relations skills required for this position. Consider the extent and characteristics of communication with students/parents, the public, community agencies, SUNY and governmental agencies, faculty/staff, unit heads, institutional officers, or others. Please be specific.

Many aspects of this section are alluded to in earlier sections The director must possess the ability to deal with a broad range of personalities and personnel problems. He must always deal with staff rationally, calmly, objectively and with sensitivity. The library's diverse public, from freshman to distinguished professor, must be made to feel that the director acts with wisdom, reason and a high degree of professionalism. The director must maintain the confidence and support of the university and SUNY Central Administration by effective communication with them and direct and effective participation in the administrative process.

As the chief administrator of the major research library in a heavily populated and sophisticated metropolitan area, the director must assume a leadership role in local and regional library associations and agencies as well as an active role on the national library scence.

The director must constantly keep the university community, at all levels, aware of the importance of maintaining an adequate, imaginative library program. The director is often in the position of representing the library at meetings both within the university and elsewhere. He must be capable of presenting the library's point of view clearly and forcefully in any forum.

☐ Check if continued on attached page.

FREEDOM TO ACT

To what extent is the incumbent free to choose the objectives, priorities, methods to make commitment and take action considering the constraints and/or guidance of supervision, policy, and practice? Consider the impact on the campus and the risks inherent in making decisions and taking action.

GIVE SPECIFIC EXAMPLES of the most significant independent action which the incumbent is responsible for taking.

The Director has considerable freedom to act on all matters relating to the library. Of course, it is understood that a wise director consults colleagues, patrons and others in coming to action discussions. The following are examples of independent actions by the director:

1. Establishment of conditions for use of the library --hours, terms of loans, fines, extent of services offered, etc.
2. The authorization of expenditures from S & E and materials budget- over $900,000 are committed annually to the purchase of library materials, equipment and services by authority of the director. Certainly these expenditures are subject to the usual controls on the expenditure of university funds, but the director is principally responsible to insure that the thousands of orders for books, supplies, equipment, etc., are properly processed and that the items are in fact received.
3. The director exercises the principal authority in the selection of professional library staff and the evaluation of their performance.

☐ Check if continued on attached page.

CONSEQUENCE OF ERRORS

Consider the likelihood and consequences of mistakes occurring due to errors in judgment and fact, carelessness, and inaccuracy in terms of the probable effect on services, costs, programs, and the "built-in" safeguards (checks and balances) in the system which detect and correct errors prior to severe consequences. Consider that if an error results, how great will be the loss and how long before detection and correction?

GIVE SPECIFIC EXAMPLES of the most severe consequences for the University which most likely will occur as the result of error in action or judgment.

The development of library collections adequate to support university programs is one of the vital and essential activities of any major university. If, through faulty judgment or carelessness, such adequate collections are not maintained or not made freely and easily available to the academic community, then the basic educational and research missions of the university are put in jeopardy. No other single action or error, short of diminishing the quality or quantity of the faculty, would have such negative effects.

Very large amounts of money could be wasted through the careless or unwise expenditure of acquisition and S & E funds.

☐ Check if continued on attached page.

Please describe the "impact" this position exerts in terms of the effects the incumbent's decisions and actions typically have on the end results and the achievement of the objectives of the [illegible], campus, or university. Consider the incumbent's "authority" and "sphere of influence" within the unit and the possible effect upon the actions and decisions of others.

A library of excellent quality is one of the essential elements of the major university center. It is often said that no university can be better than its library. Therefore, the Director of Libraries, as the individual with primary responsibility for this function, is an absolutely key individual in the university. While it is true that the library's role is primarily one of service and support and generally it is in the position of responding to needs occasioned by programs outside its own walls, the judgment, creativity, initiative and ability of its chief administrator are key in making this facility function effectively. A badly managed library will affect the quality of academic programs. It may even cause their demise. A well funded and well managed library is an asset to every academic function on a university center campus.

☐ Check if continued on attached page.

TRAINING PROGRAMS

The communication seminars for General Library staff members at the University of California, Berkeley, were taught by Dr. Brenda Dervin, Assistant Professor of Communications and Associate Director, Communications Research Center, School of Communications, University of Washington, Seattle, and Dr. Jeffrey Katzer, Associate Professor, School of Library Science, Syracuse. They were assisted by Linda Dethman, who is an instructor and a graduate student at the University of Washington. Each three-day seminar had approximately 42 participants, selected from volunteers to represent a cross section (in terms of job classification and department) of the staff.

These seminars were an outgrowth of a Staff Development Committee paper "Organizational and Staff Development Program." Seminar objectives were formulated by the committee with advice from staff members and communication specialists. Briefly stated the goal was to develop understanding and skills in the area of interpersonal communication (verbal and non-verbal) to enable individuals and groups to work together more effectively. Included were specific aspects of communication such as the following:

Recognizing and handling non-verbal communication cues;
Understanding role and group relationships that affect communication;
Giving and receiving feedback;
Paraphrasing;
Describing as distinguished from expressing feelings and judgments;
Behavior tending to open up or to close off communication.

Other important considerations were that the seminars were to be structured for presentation to a cross section of the staff (i.e. to individuals with quite varied backgrounds, experience, and responsibilities) and were <u>not</u> to be encounter sessions or efforts at psychotherapy or sensitivity training. The committee submitted a series of cases or problems to the seminar instructors to enable them to relate the material of the seminar to the university library situation.

Day-by-day content was as follows:

1st day - Problems of communication (and to a limited extent management as perceived by the group; Perception, language, meaning; Feedback and paraphrasing; Individual as compared with team or group problem solving; Group trust and cohesiveness.

University of California, Berkeley

2nd day - Individual awareness of problems of meaning and definition; Individual and group differences in perception and assignment of meaning; Feedback and paraphrasing; Individual awareness of task-people orientation; Management styles; Problem solving, individual and group.

3rd day - Organizational communication; Role and role relationships, their effect on perception and assignment of meaning; Group identification as related to problems of differing viewpoints, conflict and concensus; Learning and motivation; Problems of change, management, and organizational structure.

Instructional methods were highly participatory--based upon games, simulation exercises, case-study problem solving, films and other audio-visual methods, dialogue and discussion. In some exercises participants worked as individuals, in others as group members. Often there was a combined approach with comparison of individual and group results. Concepts were introduced through selection of an exercise illustrating the concept or directly by discussion. After an exercise or project, the group analyzed the exercise or project, then the seminar leaders briefly summarized, clarified, emphasized and filled in with background information and related research data.

--Lyra Kolitsch
February 1974

Seminars given as follows:

February 1974 by B. Dervin and J. Katzer
March-April 1975 by staff facilators
June 1975 by staff facilitators
May 1977 by staff facilitators

PUBLIC RELATIONS & YOUR OFFICE IMAGE --- A COMMUNICATIONS APPROACH

CONTENT: A look at the factors contributing to a favorable (and unfavorable) public image with helpful hints on how to improve your public relations skills.

SUGGESTED PARTICIPANTS: Staff whose jobs require frequent interaction (either telephone or face-to-face) with people outside of their own departments.

DATE & TIME OFFERED: January 25, 1979 10:00am - 12:00 noon

LOCATION: Personnel Training Room

PROGRAM LEADER: Chairperson, Speech & Hearing Sciences

SUPERVISORS' SEMINAR*

CONTENT: How to be a more effective supervisor. Topics will include motivation, communication, styles of leadership, salary & wage concepts, and discipline & grievance handling.

SUGGESTED PARTICIPANTS: Must be supervisors of bi-weekly staff

DATES & TIMES OFFERED:

February	20, 1979	10:00am - 12:00 noon
February	27, 1979	10:00am - 12:00 noon
March	6, 1979	10:00am - 12:00 noon
March	13, 1979	10:00am - 12:00 noon
March	20, 1979	10:00am - 12:00 noon

LOCATION: Personnel Training Room

PROGRAM LEADERS: University faculty and Personnel Division staff

*Should be able to attend <u>all</u> <u>five</u> sessions.

PLANNING & PREPARING COPY FOR THE PRINTER --- AN ADVANCED SEMINAR

CONTENT: A detailed and technical seminar on how to plan and prepare copy for the printer. Interest groups will deal with copy preparation, paste-up of camera-ready copy, lithographic camera techniques, photocomposition --- plant and customer keyboarding, and general plant information (presses, stock, duplicating and addressing, bindery, etc.).

SUGGESTED PARTICIPANTS: Interested staff

DATE & TIME OFFERED: March 15, 1979 9:30am - 12:00 noon

LOCATION: Indiana Memorial Union --- M15 (Distinguished Alumni Room)

PROGRAM LEADERS: Publications Staff

*Please indicate interest sessions you wish to attend.

Want to meet some of your library colleagues from the other UN campuses to learn how to use communication to help resolve conflicts in your department . . . your division . . . your organization? Join them in a new workshop!

TITLE: Communication and Conflict - Its Use and Management Within the Organization.

PURPOSE: To provide an experiential workshop that will develop an understanding of communication, its role in the development of conflict within the organization and how conflict can be used and managed for better interpersonal relationships.

FOR WHOM: With the exception of student assistants, the workshop is intended for all UNL, UNO, and UNMC library staff. The workshop will be limited to 40 participants.

STAFF: The workshop will be directed by John Wanzenried, Assist. Dean of Arts and Sciences & a member of the faculty in the Dept. of Communications at UNO. Dr. Wanzenried has given workshops to many organizations, the last of which have included the National Parks Service, the Chicago Health Dept. Public Nurses, & the National Foundation of Sudden Infant Death Families.

DATE: January 31, 1979.

LOCATION: UNO; Milo Bail Student Center, Room 312.

FEE: None. However, participants must provide their own transportation and lunch expenses.

LUNCH: A meal will be provided by the UNO Food Service for approximately $3.50, or participants may bring their own lunches.

PROGRAM

8:30 Registration

9:00 Communication: What is it & how can I use it.

10:30 Break

10:45 Labeling and stereotyping

12:00 Lunch

1:00 Feedback and interaction

2:30 Break

2:50 Conflict and how it is managed

4:00 Closing remarks and adjournment

The workshop will be limited to a total of 40 participants. If registration exceeds 40, the committee will allocate the space in an equitable manner. Confirmation will be sent by Jan. 5 to each registrant.

Dr. Wanzenried has requested that smoking be limited to scheduled breaks.

SPONSORSHIP

The UN Council of Library Directors' Ad Hoc Committee on Continuing Education.

REGISTRATION FORM**

**Registration must be received by Dec. 15.

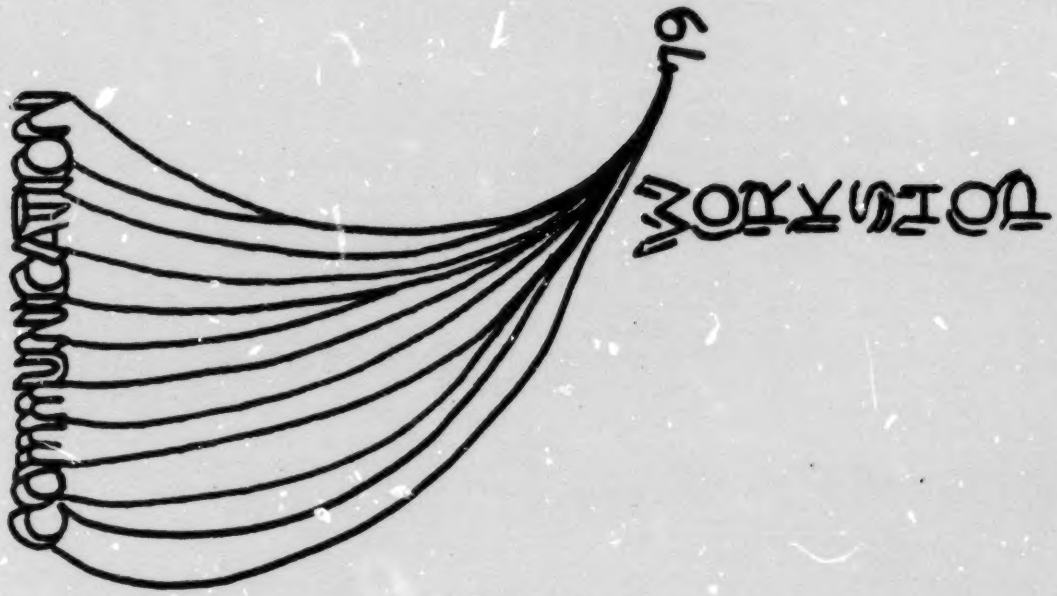
NAME _____

POSITION _____

CAMPUS: UNL ___; UNMC ___; UNO ___

UNIVERSITY OF NEBRASKA

VOL



CAMPUS MAIL

Mr. Clark Hallman, Secretary
UN Council of Library Directors Ad Hoc Committee on
Continuing Education
Reference Department
University Library
UNO

PERSONNEL AND ORGANIZATION DEVELOPMENT

(Please post this bulletin)

EFFECTIVE LISTENING WORKSHOP

The Office of Personnel and Organization Development offers a ½ day workshop designed for those University staff members who have expressed a need for more training and development in communication skill techniques.

The Effective Listening Workshop is one of a series of interpersonal communication skills workshops that are designed to involve participants in activities to help them develop greater awareness of the communication processes and increase their ability to communicate more effectively.

The Effective Listening Workshop teaches individuals:

- principles of communication.
- to better understand and interpret verbal and non-verbal behavior.
- to listen actively.
- to use listening skills effectively to improve interpersonal relations.

To Enroll:

Individuals should contact their supervisor for permission to attend and complete the attached course registration form, or supervisors may submit a list of nominees by September 30, 1977.
(See attached registration form).

Enrollee will receive notice of confirmation of enrollment and the program date schedule after September 30, 1977.

The workshops are sponsored by the Office of Personnel and Organization Development. There is no charge to individual or department for participation in the workshop.

For further information about the program contact: Madeline A. Scott
Ext. 8015/8016

PERSONNEL AND ORGANIZATION DEVELOPMENT

(Please post this bulletin)

FUNDAMENTALS OF WRITING

The ability to express oneself clearly whether speaking or writing is key to professional growth. The Office of Personnel & Organization Development offers a one-and-a-half-day workshop for Rutgers University staff members who are interested in improving their writing skills.

Workshop participants will learn by practicing writing skills. There will be a review of grammar and punctuation. The instruction will emphasize planning, style, tone, and sentence structuring for clear and concise letter writing.

Quizzes, structured exercises and written examples will be used to provide participants with an opportunity to practice the mechanics of writing.

Upon completion of this course participants will be better able to:

- outline, plan, and organize letters, memoranda, and other correspondence.
- use exact words and active verbs more effectively.
- use appropriate sentence structure and style variation to achieve strength and clarity in writing.
- write in a simple, clear, and concise manner.

To Enroll:

Individuals should contact their supervisor for permission to attend and complete the attached course registration form, or supervisors may submit a list of nominees by September 30, 1977.
(See attached registration form)

Enrollees will receive notice of confirmation of enrollment and the program date schedule after September 30, 1977.

The workshops are sponsored by the Office of Personnel & Organization Development. There is no charge to individuals or departments for participation in this program.

For further information about the program contact: Madeline A. Scott
Ext. 8015/8016

UNIVERSITY OF UTAH

STAFF DEVELOPMENT

HAVING DIFFICULTY SOLVING PROBLEMS AND DELEGATING RESPONSIBILITY?

HELP IS ON THE WAY !

Dr. Addie J. Fuhriman, under the sponsorship of the Staff Development Committee will conduct three workshops dealing with these subjects on February 7, 9, and 14.

Dr. Fuhriman is both an Associate Professor in the Educational Psychology Department and a counselor at the U of U Conseling Center. She holds a PhD from the University of Minnesota and was chosen "Distinguished Teacher" in 1976. This latter recognition was based on "quality of instruction, concern for students, and ability to stimulate and involve students."

You may participate in <u>any</u> or <u>all</u> of the sessions. Just get advance permission from your supervisor and return the form below to:

Winn Margetts
Personnel Department
328 Marriott Library

The workshops will emphasize application and integration. All sessions will be in the Marriott Library Auditorium.

I wish to attend the following workshops:

[ ] COMMUNICATIONS IN PROBLEM SOLVING — 18 — February 7, 1977 Monday, 9:00 - 11:00 a.m.

AND/OR

[ ] PROBLEM SOLVING — 13 — February 9, 1977 Wednesday, 9:00 - 11:00 a.m.

AND/OR

[ ] DELEGATION — 14 — February 14, 1977 Monday, 9:00 - 11:00 a.m.

Please return to Winn Margetts by <u>Friday, January 21, 1977</u>

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Name_____ Department_____ Phone 107

WHAT DO THEY REALLY MEAN??

A film titled Communication: The Non Verbal Agenda is going to be presented Wednesday, April 20th by the Staff Development Committee. There will be 2 separate presentations so you can schedule a time that will be convenient for you. Discussion groups will concentrate on several topics presented in the film following the 10 a.m. showing.

Misunderstandings between people working together arise when verbal and non-verbal messages contradict each other. If a person says one thing, yet means another, the body will betray the words. This can create confusion between fellow employees and between supervisors and employees. An understanding of non-verbal communication will help to answer the question, WHAT DO THEY REALLY MEAN??

Check with your supervisor and mark one of the boxes below. Return this form with your name to Elizabeth Runyan Lancaster in Administration.

☐ 10:00a.m. showing
with discussion groups

☐ 2:00p.m. showing
no discussion groups

The film presentations will be in the Library Auditorium.

BROWN UNIVERSITY

PERSONNEL SKILLS WORKSHOP

PURPOSE: To present an opportunity for supervisors to acquire skills and examine their effectiveness at carrying out several personnel administration functions.

EXPECTATIONS: To gain a greater understanding of the various techniques and procedures to use in complying with Government regulations and University policy in situations that relate to the selection and development of staff members.

COURSE CONTENT

E. E. O. Laws and the Interviewer	Tuesday, December 6
Interviewing and Selecting Employees	Thursday, December 8
Orientation and Training	Thursday, December 13
Employee Evaluation Procedures	Thursday, December 15

PLEASE NOTE:

Each session will be approximately an hour and a half in length beginning promptly at 10:00 a.m. Coffee will be available beforehand. The location is the Common Room, Alumnae Hall, Meeting Street.

TO ATTEND

Please complete the form below and mail to Supervisory Training, Box 1879. Responses must be received by Wednesday, November 23. Since the material presented in each segment of the series relates to the others, we prefer to have your commitment to attend all four sessions.

* *

I will be participating in the Personnel Skills Workshop

_____ _____
Name Position Title

_____ _____ _____
Department Univ. Box No. Extension

_____
Department Head's Signature

To: All Professional Staff

QUEEN'S UNIVERSITY

From: Margot B. McBurney, Chief Librarian

Queens University Memorandum

Date: February 6, 1979

Subject: MANAGEMENT SEMINAR, February 22, 1979

We have been fortunate in being able to make arrangements to bring Professor Herbert S. White of the Graduate Library School at Indiana University to Queen's for two days in February. Professor White will be conducting an all-day seminar on library management practices on Thursday, February 22, 1979, which will be of particular benefit to all Unit Heads, Area Supervisors, Faculty Librarians and senior library administrators. Other interested staff members are also invited to attend; however, space is limited and early acceptance is vital.

The Thursday seminar will consist of a morning session devoted to "overall management concepts and interactions with your own boss or layers of bosses" while the afternoon session will deal with supervision of subordinates. The seminar will commence at 9:00 a.m. in Watson 517. Lunch will be served at 12:00 noon.

On Friday 23 February, 1979, Professor White will be spending some time observing library activities, talking to senior management staff and to me. The schedule for such meetings is as yet uncertain but will be arranged shortly.

Would those staff members who are interested in taking advantage of this opportunity please notify Margo Milligan in the Library Office (5950).

Margo Milligan

for Margot B. McBurney

MBM/mem

WORKSHOP ON INTERVIEWING
and
INTERVIEWING TECHNIQUES

Objective: To determine the most successful methods for properly assessing applicants in terms of his/her qualifications for filling a particular position in the Library.

Date: January 24, 1979

Time: 9:00 a.m.-12:00 noon; 1:00-4:30 p.m.

Place: University Club, Ball Room

Lunch: Will be provided by the Library at the University Club.

Consultants: Deanna Marcum and Jeff Gardner - Office of Management Studies, Association of Research Libraries

WORKSHOP ON EVALUATION

and

EVALUATION PROCEDURES

Objectives:

1. To re-assess our procedures for evaluation of librarians' performance in relation to:
   a. Improving the librarian's performance and service
   b. Consideration for continuing appointment status
   c. Promotion in rank
   d. Compensation
   e. Reappointment and changes in position
2. To determine more successful methods for performing the evaluation process

Date: January 25, 1979

Time: 9:00 a.m.-12:00 noon; 1:00-4:30 p.m.

Place: University Club, Shibui Room

Lunch: Will be provided by the Library at the University Club

Consultants: Deanna Marcum and Jeff Gardner - Office of Management Studies, Association of Research Libraries